DOCUMENT RESUME

ED 158 928 RC 010 684

AUTHOR	Wheelock, Gerald C., Comp.; Sapra, Pushpa B., Comp.
TITLE	Educational Needs Projection and Rural Development: A Bibliography. SRDC Bibliography Series No. 7.
INSTITUTION	Southern Rural Development Center, State College, Miss.
SPONS AGENCY	Rural Development Service (DOA), Washington, D.C.
PUB DATE	Aug 78
NOTE	171p.; Page 20 may not reproduce well due to small print size.
AVAILABLE FROM	Southern Rural Development Center, Box 5406, Mississippi State, MS 39762 ($5.00)
EDRS PRICE	MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS	Adult Education; *Bibliographies; Community Involvement; Cooperative Education; Curriculum Development; Educational Administration; *Educational Needs; *Educational Planning; Financial Problems; Government Role; Indexes (Locaters); Leadership Qualities; Models; *Rural Development; *Rural Education; School Community Relationship; School Integration; *Southern States; Student Attitudes; Surveys; Teacher Qualifications; Vocational Education
IDENTIFIERS	Delphi Technique

ABSTRACT

Derived from ERIC and Dissertation Abstracts International (DAI) files, this bibliography is in three sections. Extensively indexed, it contains 739 citations of work published between 1965-75. "Community Involvement and Rural Education Planning" (ERIC) yields 109 citations on a community based approach to educational planning and development in rural areas. Major subject areas are curriculum improvement, discrimination, financial problems, leadership qualification and structure, school-community relationship, teachers' qualifications, bibliographies, handbooks, and synthesis of research. "Methodologies for Determining Educational Needs" (DAI) lists 80 dissertations utilizing or exploring application of educational needs projection methodologies. Sixty-five theses are based on some variation of "opinion surveys", 35 of which utilize the Delphi procedure. Fifteen papers rely on "statistical models." "Dissertations on Public School Topics in the South," composed of 550 titles, provides perspective on the relative emphasis placed on needs projection in education research. Major subject areas include such topics as the administration, fiscal policy, teachers, curriculum, etc., of public schools, vocational technical schools, community colleges and continuing education programs. (DS)

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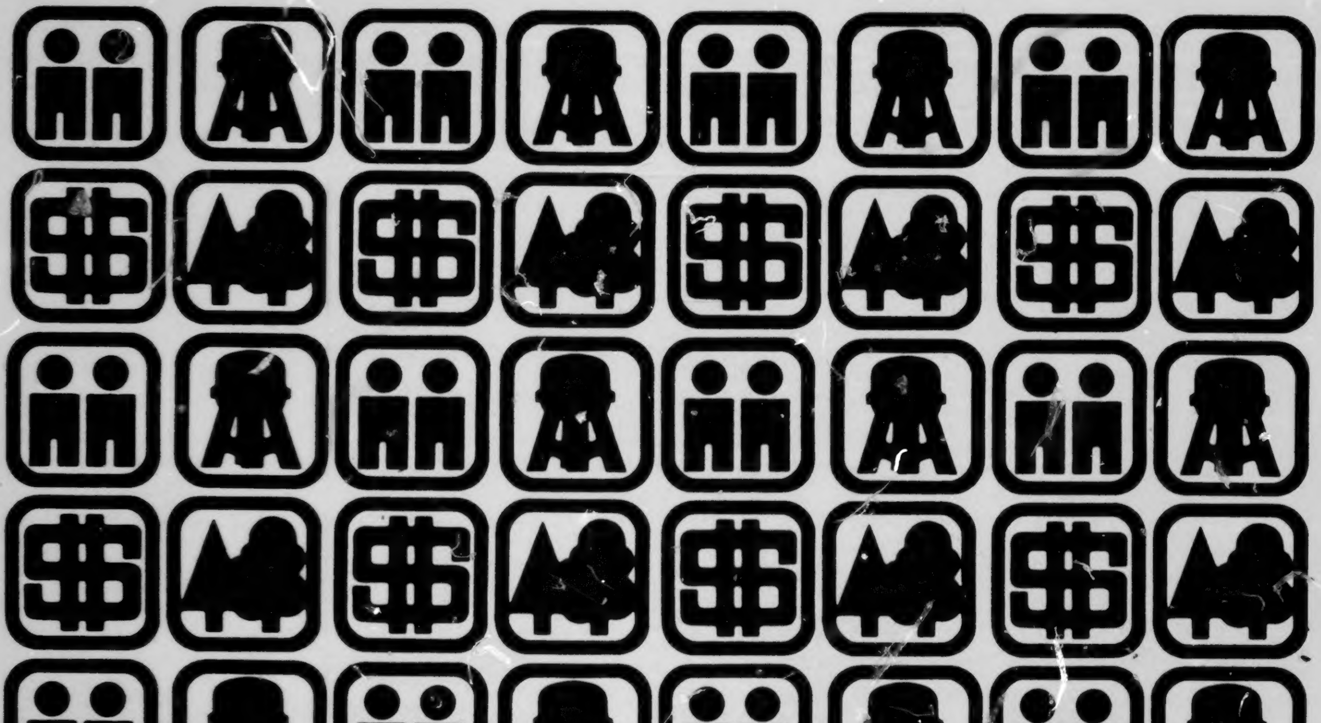

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Rural Development Bibliography Series No. 7

Southern Rural Development Center

FOREWORD

This bibliography represents the results of extensive research by the SRDC Functional Network on Educational Needs Projection. Headed by Dr. Gerald C. Wheelock, of Alabama A & M University, the Network was initiated in February of 1976 to examine the "state of the art", particularly as applied in rural communities.

The Functional Network provides regional participation in the specific task. It utilizes the experience and insights of a broad array of professional talent in refining and maximizing the utility of the materials to intended users. From the perspective of rural development practitioners, educational needs projection methodologies are a means of bringing into focus the importance of the quality of the school-community partnership in fostering rural development potentials.

Nine other Functional Networks have been formed in this effort to inventory the current state of knowledge in high-priority areas of rural development. Organized by the SRDC and funded through CSRS, the bibliographies they have prepared are being published by the SRDC at the first of a series of publications--information sheets, research reports, professional information documents. In addition, Network members will participate in workshops to disseminate and interpret their information to rural development practitioners in the region.

The Southern Rural Development Center, one of four such centers in the nation, focuses on specific rural development problems of the region. It serves the thirteen southern states and Puerto Rico by developing knowledge essential to rural development and by providing technical consultation where needed.

The SRDC is jointly sponsored by Mississippi State University and Alcorn State University. Its clientele is the Research and Extension staffs of the 27 land-grant institutions with rural development or community resource development responsibilities.

William W. Linder
Director

A Bibliography

EDUCATIONAL NEEDS PROJECTION AND RURAL DEVELOPMENT

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This bibliography is the product of an SRDC Functional Network with chairmanship at the Alabama A & M University. A contractual agreement between the SRDC, the Alabama A & M University and the Cooperative State Research Service of the U.S. Department of Agriculture provided for this participation and cooperation.

One of a series of bibliographies prepared by research Functional Networks for the Southern Rural Development Center, Mississippi State, Mississippi.

SRDC Bibliography Series #7
$5.00

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ACKNOWLEDGEMENTS

Any serious organizational commitment to a new or renewed mission such as rural development cannot afford to slight past research. However, financial support of and commitment to bibliography research and synthesis of the literature as pursued by the Functional Networks is extraordinary. The Southern Rural Development Center (SRDC), Alabama A & M University and the Cooperative State Research Service (CSRS) should be recognized for their leadership in encouraging review and synthesis of research related to rural development.

In addition to financial support, the administrative and technical support provided by Dr. William Linder and staff of SRDC is appreciated. In particular, SRDC Editor, Mrs. Blair Gaines, provided much appreciated assistance.

At Alabama A & M, Dr. Winfred Thomas, Dean of the School of Agriculture, Environmental Studies and Home Economics and Dr. Taylor Byrd, Chairman, Department of Agribusiness Education have both provided sensitive administrative leadership.

Each network member has contributed generally as well as in specialized capacities to development of this bibliography and synthesis. The network is in debt to Dr. James N. Wilmoth of Auburn University for his assistance in searching the ERIC/RIE files.

Most of the credit for producing this bibliography goes to Mrs. Pushpa Sapra, Ms. Cora Edwards and Ms. Betty Kibler who has assembled, edited, typed and proofed three versions of this bibliography. The team work exhibit by them has made this project a pleasant experience.

EDUCATIONAL NEEDS PROJECTION AND RURAL DEVELOPMENT

Introduction to Bibliography

by

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This document is prepared in the belief that an increasing number of practitioners and scholars will be influential in developing a broader community base for planning and implementing improvements in public education throughout the southern region. Also, we have assumed that if benefits of rural development are to be equally open to all people, particularly residents of remote but increasingly active rural areas, major leadership responsibility rests with institutions of higher education. Through research, teaching, publication and extension, universities serve rural society by training and legitimizing much of its local leadership. However, a recent trend toward university research and research training in methods of community involvement in education planning has begun throughout the region. Therefore, a general objective of this document is to help facilitate stronger university support for involvement in rural development missions.

To the extent that it exists, the futurist orientation in education is a by-product of unprecedented change in educational and social institutions during the last two decades. While several books and articles enumerate and describe old and new methods for systematic study of the future, few publications relate these methods to education.[1] One volume is directly relevant to this research review. Hencley and Yates, editors of Futurism in Education, have assembled an overview and summary presentation of at least 14 distinct approaches to projecting educational futures.[2] The chapters dealing with quantitative approaches, especially "Trend Analysis" (12) by Daniel Brown and "Markov Chain Theory" (14) by James F. McNamara, review several applications in education, such as student enrollment and performance and teacher mobility and characteristics. They also cite annual publication of Projections of Education Statistics by the National Center for Education Statistics as testimony to the use of these techniques in education planning. Subnational quantitative projections, however, by region or metro/non-metro districts are still scarce. Because one third of the nation's youth are in the South the southern region has much at stake in the generation of reliable subnational projections.

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[1] A good guide to the general forecasting literature is available free of charge from the Russell Sage Foundation, 230 Park Avenue, New York, New York 10017. It is Daniel P. Harrison's Social Forecasting Methodology: Suggestions for Research. Social Science Frontiers No. 7, New York: Russell Sage Foundation, 1976

[2] Stephen R. Hencley and James R. Yates, editors, Futurism in Education. Berkeley, California: McCutchan, 1974.

The related chapters on "Delphi Techniques" (5) by Richard Weatherman and Karen Swenson and "The Cross Impact Matrix" (6) by Delayne Hudspeth also provide ample evidence of use of the method in education. It is observed that the technique is particularly useful to educational planning when consultation, either with professionals or the general public, is desired. The current popularity of the Delphi technique has been prompted by emphasis on public accountability in education.

The remaining chapters draw heavily from military and business forecasting techniques. The discussions, as they relate to education, are limited to illustrative applications. Topics include "Contextual Mapping," "Force Analysis," "Relevance Trees," "Ariole," "The Scenario," "The Decision Matrix Technique," "Morphological Analysis," "Technology Assessment," "Bayesian Statistics," and "Monte Carlo Techniques." Applied to educational planning, any one of these approaches would serve as an aid to achieving a broader systems orientation. Collectively, these techniques are important in educational planning, but none of them have emerged as prominently as have statistical trend analysis and Delphi techniques.

Objectives

By way of monitoring the literature relating to educational needs projection and rural development, this bibliography is intended to serve two main objectives. First, considering the complexity of the massive files of available education-related documents, the visibility of an emerging and complicated subarea is severely limited. This bibliography should provide visibility to the literature which bridges the efforts of schools and community organizations in educational planning for an improved quality of rural life. Second, in the belief that process, and not just product, is crucial to improved quality of rural community life, a sociogeographic analysis of the trends in application of prevailing educational needs projection methodologies is also presented.

Of course, identification and projection of needed improvement in educational facilities and processes are just the first steps in planning and programming. However, if this first step is truly a community effort, invaluable experience will have been gained, and the ground work will have been laid for subsequent rural community action.

Three Bibliographies and Their Use

Rather than pursuing the noble task of improving existing library acquisition efforts to organize and make available vast amounts of fugitive literature, these bibliography searches are directed at sampling existing files. Of the many files available, Education Resource Information Center/Resources in Education (ERIC/RIE) files and Dissertation Abstracts International (DAI) files have been selected for their comprehensive coverage of fugitive literature on education-related topics. Considering that ERIC/RIE files contain over 130,000 documents and that the DAI files include over 430,000 dissertation titles (30,000 with "education" or "school" in the titles), this is no small task. Computerized search strategies for both files make the task feasible.

Excluding false starts, three searches, two of DAI and one of ERIC, were conducted and are presented here. The first presented is (1.0.0) "Community Involvement and Rural Educational Planning: Selected References from ERIC/RIE." A combined computerized and manual search strategy applied to the 130,000 document ERIC/RIE file has yielded 109 citations that relate to a community-based approach to educational planning and development in rural areas. While we are certain, without quoting confidence limits, that this strategy has yielded a representative bibliography, we are just as certain that a few significant documents have been missed. Even so this minute file is evidence that community-wide participation in educational planning, if not a rare event, is at least seldom documented.

All citations included in the first bibliography are referred to by ERIC Document Number, e.g., ED 000 001. Rather than reproducing readily available annotations here the *classification key* preceding the *bibliography* provides a cross reference by problem addressed and type of recommendation offered. The bibliography lists the title, author(s), and location of the study. Once potentially useful documents are identified by the user, ERIC microfiche copies of complete manuscripts may be accessed. The libraries listed in the directory of ERIC/RIE collections in the southern region listed in the back of this volume have complete or nearly complete ERIC microfiche collections. A call to the reference librarians would determine if a particular ERIC document number is available. All documents of interest may then be reviewed in the library and selected documents can usually be reproduced by local librarians.

The second search presented, (2.0.0) "Methodologies for Determining Educational Needs: From Dissertation Abstracts International," contains 80 dissertations which utilize or explore the application of various educational needs projection methodologies. Dissertation titles are usually precise descriptions of the subject researched, therefore, the annotations printed here emphasize the methodology employed and type of findings reported. Dissertation Abstracts are available in university libraries, and most dissertations are published on demand by University Microfilms International (UMI), Ann Arbor, Michigan 48106. Orders for hard copies may be placed by supplying the order number, the author and title plus $16.50 for universities or $22.00 for individuals (Microfilm copies are half the listed price) to the above address. Order forms may be requested from local university libraries or UMI, directly.

The *key* to this *bibliography* (2.0.0) is organized by author, methodology employed and subject researched. Dissertation titles are indexed consecutively by their DAI order numbers.

Finally, the third search presented (3.0.0) "Dissertation on Public School Topics in the South," is composed of some 550 dissertation titles. In the *key* to this *bibliography* (3.0.0), an author index by state and a subject index by problem area provide a guide to southern school-related dissertations produced since 1965. Again, the DAI order number is used to index the *bibliography* of dissertation titles. Dissertation titles, usually precise descriptions of the topic researched, provide a brief annotation. The citation also includes the Dissertation Abstracts volume and page number where the abstract may be found. Practically all university libraries house Dissertation Abstracts and reference librarians can assist users in ordering dissertations.

In the next section, the 550 titles of the third bibliography are subjected to a systematic content analysis. It provides perspective on the relative emphasis placed on needs projection in education research.

Patterns and Trends

The second objective, a sociogeographic analysis of the application of prevailing education needs projection methodologies, is best served by first discussing the third and last bibliography.

This search was an attempt to determine, relative to description- and analysis-type studies, the frequency with which projections of educational needs are addressed by dissertation writers. It was expected that descriptive-type studies would be most prevalent, followed by correlational and causal analyses. The relatively high frequency of projection-type studies was not anticipated, but it was expected that several studies of state or local systems based on expert opinion, time-series data, or causal models, would be found.

Using DATRIX II (UMI), only titles including specified words or word roots in each of the three categories were retrieved from the DAI files. First, the titles were required to include the name of one 17 southern states or Puerto Rico. This requirement presumably ensures the screening of studies based on local or state data that in turn address local or state level issues rather than purely theoretical issues.

The second category of descriptors limited the titles search to those containing the word "school" or "schools." A hand search was used to eliminate all but public schools, K-14.

Finally, the third set was composed of analytical terms selected to distinguish whether a study was descriptive, analytical (correlation), or predictive (projection). Both statistical (time-series or causal models) and opinion (Delphi) types were included in the latter category.

In the form of a Guttman scalogram, Table 1 provides a summary of this search. As shown in step one of the scale (first column of Table 1) all 17 state names and Puerto Rico were included in titles describing "educational" or "vocational" education studies. Constituting step two, for 14 states, "compare" or "relate" descriptors were found in four or more studies. Insofar as the word root "associate" denotes correlation-type studies, eleven (11) states are represented in step three with at least two titles. The term "determine," "influence," and "impact," are taken to denote causal influence. Five (5) states at step four are represented with these descriptors in three or more dissertation titles. Finally, no state is represented with two or more dissertation titles which imply prediction, projection, or forecasting (including Delphi). Furthermore, these data form a cumulative scale that supports the common sense progression from descriptive research to correlation-type analysis, which in turn provides a basis for causal implications.

The fact that no dissertation titles proclaim attempts to predict or forecast education futures may simply suggest that the underpinning descriptive, correlational, and causal analyses do not yet provide an adequate theoretical or methodological base for scientific projections. On the other hand, simple but presumably empirically based projections must be routinely produced to sustain local short-term planning efforts. In spite of the current emphasis upon accountability and citizen participation in the planning and evaluation process, this void in the Guttman scale suggests that there is a lack of leadership training provided by graduate schools in the region. Again, as suggested by the Guttman scale, this is a void which may require considerable backfilling in the research training programs in most states.

In summary, this analysis of school-related dissertation titles suggests that the bottleneck in producing scientifically based forecasts or projections of education needs is inadequate theory. Existing computer applications are only as good as the theoretical model for which they are programmed. Similarly, methodologies to formulate consensus of opinion on future needs are available, but without well founded and widely accepted theory, consensus is relative and changing.

Accordingly, it is perhaps appropriate to shift the emphasis of this analysis to an overview of patterns and trends in the development of educational needs projection methods to cope with the apparent fluctuations in theory and local community norms. Institutionalizing the process of community involvement in planning for education may be basic to effectiveness of education. The second bibliography provides a perspective on the more general methodological trends prevalent in needs forecasting in public education.

Methodological Trends

Keying only on the analytic descriptors pertaining to methodological approaches to assessing public educational (K-14) futures

Table 1: Scalogram of Dissertation Abstract DATRIX II Search by State Name and Two Additional Sets of Descriptors: (1) School (s) and (2) Selected Analytical Terms

	Selected Analytic Terms					Scale	Number of
State	EdVo[1]	ReCo[2]	As[3]	DeInIm[4]	Pr[3]	Score	Dissertations[5]
Texas	1	1	1	1	0	4	48
Alabama	1	1	1	1	0	4	22
North Carolina	1	1	1	1	0	4	22
Tennessee	1	1	1	1	0	4	19
Mississippi	1	1	1	1	0	4	17
Missouri	1	1	1	0	0	3	44
Maryland	1	1	1	0	0	3	22
Florida	1	1	1	0	0	3	21
Kentucky	1	1	1	0	0	3	19
Arkansas	1	1	1	0	0	3	18
Georgia	1	1	1	0	0	3	14
Oklahoma	1	1	0	0	0	2	14
Louisiana	1	1	0	0	0	2	13
Virginia	1	1	0	0	0	2	12
Puerto Rico	1	0	0	0	0	1	7
Delaware	1	0	0	0	0	1	6
South Carolina	1	0	0	0	0	1	4
West Virginia	1	0	0	0	0	1	4
Dissertations	97	144	36	43	6		326

Code:

Re = relate, related, relating, relation, relates
Ed = educational
Vo = vocational
As = associate, associates, associating, associated, association
Co = compare, compares, compared, comparing comparison
In = influence, influences, influenced, influencing
Im = impact, impacting, impacts, impacted
De = determine, determined, determines, determination, determining
Pr = predict, predicts, predicting, predicted, prediction, predictable, projection, delphi, forecast

[1] 1 = one or more dissertation titles containing "educational or vocational" plus school(s) and state name in title
0 = no such dissertation

[2] 1 = four or more dissertations with indicated analytic terms
0 = three or fewer dissertations

[3] 1 = two or more dissertations with indicated analytic terms
0 = none or one dissertation

[4] 1 = three or more dissertations with indicated analytic terms
0 = two or fewer dissertations

[5] DATRIX II Search complete from 1965 to 1975

and needs, i.e., predictions, projections, or forecasting including Delphi, 80 titles from the DAI files were found. This number is an improvement over the previous, more restricted search (Table 1, Column 5), but the finding of only 80 theses out of some 30,000 education titles is still a sign of little interest in forecasting. Had "planning," "Assessment," or "evaluation" been included, the number would be much larger, but this would violate the narrow methodological emphasis of this search. This focus allows for a straightforward analysis of methodological patterns and trends.

The 80 theses identified may be divided into two basic types of "needs projection models," Sixty-five (65) are based on some variation of "opinion surveys," and only fifteen (15) are identified as relying upon "statistical models" (Table 2). It is clear that "opinion"-based methods are, if not superior, preferred to "hard data" methods in educational needs projection research at the dissertation level.

A regional comparison shows that since 1965, southern universities have produced "opinion survey"-type theses in approximate proportion (28%) to their share of the national population (32%), but nationwide they have produced 73% of the "statisitical models" (Table 2). Interest in statistical models in southern-based public education may be understood in light of the regional concern for enrollment rates and percent of the population with high school education as important indicators of improvement. Also, because of more centralized administration of public schools in the South, interest in statistical models may be higher.

Finally, the trend since 1965 shows roughly parallel increases in dissertations employing opinion survey-based needs projection models for southern and non-southern universities (Table 3).

An important breakthrough in opinion-survey methodology has been the introduction of the Delphi procedure. In this procedure, a panel of experts or lay persons is first asked to enumerate independently and prioritize a set of criteria or objectives. After coding and tabulating the items, the procedure is reiterated. Individual panel members are again asked to prioritize the combined list. In most education-related studies, panel members are also provided feedback on the original survey. Considering both the information on how others ranked each objective and knowledge of their own previous ranking, panel members reassign priorities to each criterion. Additional iterations may be requested. In this way, convergence toward a consensus often results, free of the influence of dominant personalities.

As a recent innovation in opinion survey research, the Delphi technique has become very prominent in education studies. Of the 65 opinion survey dissertations discussed here, no dissertation titles prior to 1969 that included Delphi were recorded with DAI. During the 1969-72 period, seven (7) such titles were recorded, all outside the South. From 1973 through 1975, 20 Delphi titles including eight

Table 2: Types of Public Educational Needs Projection Models Employed by Dissertation Writers by Region of Degree (Ph.D. or Ed.D) Granting Institution

REGION	TYPE OF NEEDS PROJECTION MODELS	
	Opinion Survey[1]	Statistical Model[2]
Southern Universities		
1965-68	0	1
1969-72	4	5
1973-75	14	5
	18 (28%)	11 (73%)
Non-Southern Universities		
1965-68	4	0
1969-72	13	2
1973-75	30	2
	47 (72%)	4 (27%)

---

[1] "*Opinion Surveys*" of education needs covers all dissertation titles that include descriptors such as Delphi, needs assessment and needs projections with reference to public schools and education (K-14) and that without statistical modeling, deal with expert and lay opinion.

[2] "*Statistical Models*" of educational needs covers dissertation titles that include descriptors such as prediction, projection or forecast with reference to public school (K-14) needs and that use statistical modeling procedures such as time-series extrapolations or causal modeling of cross-sectional data.

[3] "*Southern Universities*" are those Ph.D. and/or Ed.D. degree granting institutions located in the 17 Southern States included in Table 1.

Table 3: Type of Opinion Survey Methodology Employed by Dissertation Writers on Public Educational Needs Projection Topics by Region of Degree (Ph.D. or Ed.D) Granting Institution

REGION	TYPE OF OPINION SURVEY[1] Delphi Surveys[2]	 One-Time Surveys[3]
Southern Universities		
1965-68	0	0
1969-72	0	4
1973-75	8	6
	8 (23%)	10 (33%)
Non-Southern Universities		
1965-68	0	4
1969-72	7	4
1973-75	20	12
	27 (77%)	20 (67%)

[1] A sub-analysis of "opinion surveys" in Table 2

[2] "*Delphi Surveys*" includes dissertation based on administering multiple interations of an opinion survey of education needs or futures, (K-14) usually with feedback, to a selected sample.

[3] "*One Time Surveys*" include dissertations based on single administrations of opinion surveys regarding various education needs or futures (K-14) to a selected sample.

(8) from southern universities were found. In total, 35 of the 65 opinion survey titles are Delphi titles. The popularity of Delphi has mushroomed in recent years in both the South and non-South. However, in the South, the total number of Delphi titles still lags the production of one-time survey theses in this sample, 8 to 10.

A question more germane to trends in educational needs projection is: to what extent is the community involved in the planning process? Perhaps, the major research finding on educational effectiveness has been that a supportive family and community context is crucial to effective schooling. On the other hand, an educational complex may appear to be acting unilaterally and still perform effectively in a compatible family and community context. Such a school is simply doing the job assigned it by the larger community. If, however, schools are not performing as effectively as desired, which is the current predominant opinion countrywide, local, state, and national forces are likely to be brought to bear on the problem.

At legislative levels, increased accountability in education is being prescribed. For example, community involvement in needs assessment of local schools is required by law in some states. Also, advisory councils to assist in development of local and state plans, and public hearings to test their acceptability, are prominent products of the Vocational Education Act of 1976.

The role of the universities and teacher training institutions in this integrative process is less formalized, but the type of leadership they provide will surely have an impact on the effectiveness of the more formally prescribed mechanisms.

Tables 4 and 5 address the question: to what extent are universities, the society's legitimizers of leaders (Ed.Ds, Ph.Ds) in public education, fostering the use of research methods designed to complement the prescribed integrative processes?

First, it may be asked, are Delphi procedures being employed to address concerns of general public education or just concerns of narrow specializations? Concerns of general public education may be addressed by the general community as well as educators, while narrow specializations are more likely the domain of educational specialists. Of the 35 Delphi titles, 26 seem to deal with general concerns of public education. Of these 26 (Table 4), 12 dissertations are based on samples of "educators only," while 14 include at least some "community respondents." In short, this is one indication that postgraduate training institutions do place some importance upon the development of methodology to better incorporate the community in the educational planning process. Furthermore, the trend may be growing stronger. Prior to 1972, only 3 of 7 (or 43%) Delphi theses included community respondents. Since 1973, 11 of 19 (or 58%) were dissertations using community-based samples (Table 4).

Table 4: Sample Compositions (Community vs. Education) Used in Dissertations Employing Consensus Formation Methodology (Delphi with Feedback) by Region of Degree Granting Institution

REGION	SAMPLE COMPOSITION[1] Education Only	 Education and Community Respondents[2]
Southern Universities		
1965-68	0	0
1969-72	0	0
1973-75	5	1
	5 (42%)	1 (7%)
Non-Southern Universities		
1965-68	0	0
1969-72	4	3
1973-75	3	10
	7 (58%)	13 (93%)

[1] Theses covering general public education topics only. Nine theses using Delphi on narrowly specialized concerns, thus requring expert knowledge, are not included.

[2] "Community Respondents" include business or industry subsamples as well as subsample of the general public.

Table 5: Type of Opinion Survey Methodology by Type of Sample Base Employed for Dissertation Writers on Public Education Needs Projection Topics by Region of Degree (Ph.D. or Ed.D) Granting Institution (1965 to 1975)

SAMPLE BASE BY REGION	TYPE OF OPINION SURVEY One-Time Survey	 Delphi
Southern Universities		
National	-	4
State and/or	6	4
Local	4	
TOTAL	10	8
Non-Southern Universities		
National	-	3
State and/or	9	24
Local	11	
TOTAL	20	27

However, only one (1) of six (6) southern dissertations utilized community-based research samples, compared to 13 of 20 elsewhere. These numbers are small, and the pattern could easily be reversed in the course of a year or two; but early-warning indications of research trends are worth observing. The fact that only one dissertation has employed rigorous Delphi methods with community-based samples suggests that little experience in community education planning has accrued to southern universities or the leadership they are training.

Another diagnostic pattern became evident after coding the 65 opinion survey dissertations by geographic scope of the sample base. Dissertations which deal with relatively local samples are likely to be of more use in demonstrating the utility of opinion survey techniques for local school district planning. If post-graduate institutions are to play an effective role in developing local leadership skills to engage local communities in the planning process, a strong training emphasis on methods for research of educational issues with local populations would seem appropriate.

Since much of the coding was done from abstracts rather than from the dissertations themselves, determination of the sample base was not always easy. Among the 35 Delphi studies, no attempt was made to distinguish between state and local samples. In general, the Delphi methodology was the focus of concern; and information on the population under study was scarce. A distinction between an intrastate (state and local) sample base, as opposed to an interstate or national sample base, was fairly evident. Studies using a single survey in this sample were all of a state or local nature, and, perhaps due to the lower complexity of the method employed, more description of the population under study was presented.

A regional comparison of the sample bases of Delphi studies (Table 5) suggests that non-southern universities have encouraged the use of Delphi at state and local levels, while southern universities have emphasized Delphi thesis research on interstate or national populations. While only four (4) of the eight (8) Delphi theses at southern universities addressed state or local populations, 24 of 27 from non-southern universities did so. The one-time survey samples were decidedly more local in emphasis both in and out of the South. Reflecting a more centralized administration, a slight preference for statewide samples prevailed in the South. They out-numbered local samples 6 to 4. In non-southern states, local samples were in the majority 11 to 9.

In sum, the South/non-South comparisons suggest that studies based on extra-local, educator samples are more likely to be preferred by dissertation researchers in the southern region. Non-southern-based researchers are more partial to local samples and community-based respondents.

Also, southern-based studies usually rely more upon traditional single survey methods or statistical projections. Perhaps there is a consensus of opinion among researchers and educators that the problems are relatively clear. Single assessments of expert opinion appear to be sufficient until obviously needed improvements have been achieved, e.g., full enrollment, accreditation for faculties and schools, higher and more equitable salaries for teachers, public kindergartens, and public vocational schools.

Straightforward, professionally administered solutions to expertly identified problems may be most efficient and effective in a socially and economically complex but integrated society or community.

However, particularly where local communities are less frequently integrated into the educational planning process the efficiency and effectiveness of a headlong approach to education and economic development could benefit from the patience and sensitivity required by Delphi procedures. Indepth probing and research to clearly define a potential basis for common understanding and community consensus on goals and objectives and then, in turn, upon ways and means to achieve them would surely facilitate development efforts. Of the 14 theses utilizing Delphi with community-based samples, only one concluded that simpler conventional procedures were as adequate. All others, while acknowledging disadvantages, found Delphi practical or potentially practical in fostering communication, understandings, or consensus among community respondents with varied backgrounds and frames of reference. Clearly more experience is needed, and it would seem advisable that local school districts with support from university research units should be acquiring it.

Models of Community Participation in Education Planning

Perhaps the most intensive research on the economics of rural education (ED 091 132, ED 091 133, and others) is summarized by Luther Tweeten and George Brinkman in their book, Micropolitan Development.[3] In sum, their review supports claims that economic returns to schooling remain positive, but that substantial research on education in recent years "seems to have depleted our stock of knowledge" as to how these favorable returns may be obtained.

In spite of the accumulated findings that "very little indeed is known of the schooling process," the authors do show that "micropolitan schools can be financed more equitably and operated more efficiently." Further, they conclude that "obvious problems exist in trying to raise efficiency, and those problems are often best understood and corrected at the local level by able school administrators." Rather than an exception, deference to the local level in American public education is, of course, the rule. When and where financing was entirely local, accountability was also largely a local affair. Recent dissatisfactions with public education have led to a new emphasis on local accountability.

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[3] Tweeten, Luther and Brinkman, George L., Micropolitan Development, Ames: Iowa State University Press, 1976.

Evidence for this trend may be found in the phenomenal growth of the community college movement that virtually provides for 14 years of public education, in the spate of state legislation requiring broad-based community participation in public school needs assessment, and in the federal laws pertaining to vocational and special education requiring that community advisory councils participate in the planning process.

Significantly, legislation of community involvement in educational planning is paralleled by increases in federal funding of public education. One reviewer, Belle Ruth Witkin (ED 108 370), suggests that the scramble for federal dollars has led to systematizing and formalizing citizens' participation in educational needs assessment. One might expect that mission-oriented academic and professional institutions, such as schools of education, would be involved in documenting the planning process as well as in research and development activities to assist and consult with local leadership. However, this search of ERIC/RIE for documentation of community involvement has netted little evidence.

In an analysis of system processes in major need assessment models, Witkin (ED 108 370) concludes:

> there has been almost no research in the communication aspects of participatory modes of goals setting and other needs assessment processes, and the influences of different methodologies on the kind and quality of the resulting policy decisions. Without a formal communication network or linkage, which not only invites but encourages inputs to the system, very few will come from such groups as the poor, and minority groups of all kinds, including students. Needs assessment models seek to actively encourage inputs from such groups, and to change the communication pattern from a one-way flow of information to a circular flow of shared concerns, problem solving, and decision making. Whether in fact they do merits much more study.

Witkin, in part, acknowledges that the effectiveness of such a network depends upon several variables including the degree of homogeneity of the network--some heterogeneity enhances communication; the source of the impetus for conducting need assessment--if required, compliance to the external funding source may be superficial rather than innovative and self-sustaining; the credibility of the educational system in the eyes of its constituency--a switch in communication strategy from vertical to participating will cause suspicion. Finally, Witkin acknowledges that management of the process is vital, and yet few educational administrators have adequate background in organizational communication.

One of the most significant research efforts referred to by Witkin involves the community directly in implementing research, so that it benefits directly. This is the Rural Futures Development Strategy of the Northwest Regional Educational Laboratory with headquarters in Portland, Oregon. Key elements of this research strategy (Stutz, ED 065 258; Jongeward, ED 108 793) are the community process facilitators and the school-community groups (SCG). The process facilitators are staff persons trained in community decision-making and problem-solving processes. The SCG is created by the school-board and works hand-in-hand with it. Since it is consciously selected to represent the diverse "opinion groups" in the community, the SCG may differ with the board and the administration. Through the process facilitator, the SCG acquires new community needs-assessment, decision-making, and problem-solving skills, while providing communication links to the community. With a focus on process, under the eye of the school board, an ever-expanding proportion of the community participates effectively in community development processes.

In support of local community process facilitation and school-community problem-solving groups, Moe and Tamblyn (ED 093 507) cite four collaborative elements which are emerging as essential to rural development strategies such as those featured by the Northwest Regional Educational Laboratory:[4] (1) increased problem solving and knowledge utilization capacities in regional, state, and federal organizations which service local areas, (2) stronger linkages between the levels so that the two-way exchange can occur; (3) research and development as an on-going process which will continuously enable individual communities and organizations to improve their development capacity; and (4) a revised organizational arrangement that makes use of the capabilities of public and private educational and research institutions.

A similar community approach to vocational education planning is emerging in a few "sunbelt" states. The Research and Curriculum Unit for Vocational Technical Education at Mississippi State has built on comparative research of community job creation efforts (Pelham, DAI 73-00152), community action (Wall, ED 062 512), and experiences in three state (Oklahoma, Florida, and Mississippi) with state-level industrial training services programs.[5] The result is a series of self-taught instructional modules to provide local "industry services leaders" with detailed technical support on some 33 tasks essential to successful operation of an industry services program.[6] Witkin the overall objective of successful matches in the job market, the tasks detail ways to utilize, and collaborate with, specific state and local agencies, industries, and trainees. While vocational directors, industrial services leaders, and their communities are profiting from this leadership, they are polishing their own community process skills. As with the Rural Futures Development Strategy, local communities are benefiting directly from the research process.

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[4] Jongeward, Ray E. "Rural Futures Development Strategy," a presentation to the Southern Association of Agricultural Rural Scientists, Atlanta, February 8, 1977.

[5] Wall, James. "Preparation of Leaders for Industry Services Programs in State, Area and Local Vocational Agencies." Final Report Project No. 498A #50126 OE/HEW, Mississippi State: Research and Curriculum Unit, Mississippi State University, 1976.

This contrasts with the type of program in which the state provides the industrial services program directly with a minimum of local participation. While it is claimed that industry is serviced more efficiently by centralized programs, communities are denied the opportunity to develop their own self-sustaining process skills.

The Rural Futures Development Strategies and the Industry Services Leadership Program provide two reasonably well documented community-school efforts which show promise of being replicated in many communities and leading the way toward an improved quality of life throughout the rural areas of the United States. A central element in both cases is the understanding and mastery of the process of developing effective community leadership, e.g., "process facilitators" or "industry services leaders." Expertise in community process skills--needs assessment, decision making, and problem solving--can and are being developed as a part of these programs. The land-grant universities and colleges of education of the region surely will be able to provide more support for such rural human resource development efforts than can be documented to date.

No doubt many of the promising approaches and methods previously documented and cited here are currently being improved through research and action programs. Likewise, an even richer literature is expected in the future.

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[6] Research Curriculum Unit for Vocational-Technical Education Industry Services Leadership Development Program, College of Education, Mississippi State University and Mississippi State Department of Education, Jackson.

1.0.0 COMMUNITY INVOLVEMENT AND RURAL EDUCATIONAL PLANNING--

SELECTED REFERENCES FROM ERIC/RIE

1.0.0 COMMUNITY INVOLVEMENT AND RURAL EDUCATIONAL PLANNING--

CLASSIFICATION KEY

1.1.0 PROBLEM AREA AND SPECIFIC RECOMMENDATION

1.1.1 Curriculum Improvement

Through cooperative arrangement for school supplies and equipment
ED 051 921, ED 093 533

Through cooperative education
ED 054 884, ED 063 069

Through enrollment increase
ED 040 805, ED 054 884, ED 100 543, ED 101 086

Through expanding career education program in schools
ED 080 750

Through expanding vocational technical program in schools
ED 037 264*, ED 076 801*, ED 080 700*

Through facilities improvement
ED 034 632*, ED 054 884, ED 065 258, ED 073 878
ED 092 670*, ED 102 313*

Through field experiences programs
ED 084 676

Through flexible scheduling
ED 038 209, ED 056 787, ED 056 820

Through improving leadership
ED 036 350, ED 043 408, ED 054 884, ED 065 258,
ED 093 533, ED 093 535, ED 102 313*, ED 106 983

Through increased financial resources
ED 038 213*, ED 043 408, ED 051 921, ED 054 884
ED 093 535, ED 102 313*, ED 107 398

Through individualized instruction
ED 001 049, ED 002 036, ED 036 350, ED 038 209
ED 054 884, ED 056 820, ED 083 668, ED 088 226

Through innovations
ED 001 049, ED 011 327, ED 036 350, ED 051 926
ED 054 884, ED 056 787, ED 083 668, ED 088 226

Through providing equal access to educational opportunity
ED 026 171, ED 032 153, ED 049 867, ED 053 828
ED 104 600

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Through qualified teacher
ED 015 801, ED 034 632, ED 036 350, ED 038 209,
ED 038 213*, ED 040 803, ED 040 805, ED 043 408,
ED 051 921, ED 054 884, ED 054 892, ED 056 787,
ED 073 244*, ED 088 226, ED 093 533, ED 102 313*

Through relationship with institutions of higher education
ED 051 921

Through training activities for students
ED 068 231*

1.1.2 Discrimination

Desegregation through active community involvement
ED 001 958, ED 023 939, ED 051 926

Desegregation through increasing educational opportunities for youth
ED 026 171, ED 032 153, ED 049 867, ED 053 828
ED 104 600

Desegregation through securing the constitutional rights of students
ED 028 876, ED 051 921, ED 073 878

Improvement through cooperative control of government and private foundations
ED 042 538

Integration through school location
ED 002 036

1.1.3 Financial Problems

Consolidation of small schools
ED 054 884, ED 082 900, ED 091 132, ED 092 284

Economical quality education
ED 022 576, ED 038 213, ED 091 133

Equalization of educational funds
ED 054 884, ED 093 507, ED 101 478, ED 107 398
ED 053 839

Federal funding
ED 051 921, ED 054 884, ED 054 892, ED 073 878
ED 093 507

Improving the leadership of small schools
ED 038 209, ED 040 803, ED 043 408, ED 093 535
ED 102 313*

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1.1.4 Leadership Qualification and Structure

Federal Leadership

Federal government must take more responsibility for leadership
ED 093 507

Local Leadership

Leadership improvement through in-service training
ED 038 209, ED 073 244*, ED 086 870*, ED 093 533, ED 102 313*

Role awareness for school improvement
ED 043 408, ED 093 535, ED 106 983

Citizens' Groups
ED 135 538

State Leadership

Establishment of rural education program with state Department of Education
ED 054 884, ED 093 507

1.1.5 School Community Relationship

Communication strategies
ED 054 884, ED 093 507, ED 131 507

Community as a decision maker for educational change
ED 038 213, ED 065 258, ED 078 209*, ED 086 870*, ED 093 558, ED 100 578, ED 101 543, ED 102 313*, ED 106 458*, ED 107 545

Community participation through the modernization of the rural school curricula
ED 054 884, ED 054 892, ED 093 507

Consensus on educational goals and priorities
ED 023 939, ED 090 363, ED 107 545, ED 108 370
ED 131 507

Consensus on educational needs
ED 065 258

Development of state-wide programming
ED 099 659*

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Involving higher educational institutions in community service programs
ED 099 659*

Involving students in their communities
ED 084 676

Private foundations and industries' interest in the quality of rural school teachers
ED 073 878

Using school board meetings as communication agency
ED 107 545

1.1.6 Teachers' Qualifications

Teachers' improvement through in-service training
ED 032 153, ED 034 632*, ED 036 350, ED 038 209
ED 038 213*, ED 040 803, ED 040 805, ED 040 806,
ED 043 408, ED 051 921, ED 054 884, ED 073 244*,
ED 088 226, ED 093 533, ED 102 313*, ED 106 458*,
ED 110 448

Teachers' improvement through providing adequate benefits and awards for excellence
ED 032 153, ED 038 213*, ED 054 884, ED 073 535,
ED 073 878

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ED 065 256, ED 081 532, ED 083 668, ED 097 186,
ED 101 453, ED 109 393

Industrial arts education
ED 089 023*

1.3.0 HANDBOOKS

For administrators
ED 058 668, ED 073 861*, ED 076 813*, ED 078 209*,
ED 092 670*, ED 095 416*

For parents and students
ED 073 241*, ED 096 077, ED 104 600, ED 105 254*

For teachers
ED 054 902, ED 078 209*, ED 089 003*, ED 098 327*,
ED 101 114*, ED 106 557*, ED 109 380*

1.4.0 SYNTHESES OF RESEARCH

ED 054 892, ED 062 512*, ED 108 370, ED 135 537

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2.0.0 METHODOLOGIES FOR DETERMINING EDUCATIONAL NEEDS: FROM DISSERTATION ABSTRACTS INTERNATIONAL

2.0.0 METHODOLOGIES FOR DETERMINING EDUCATIONAL NEEDS: FROM DISSERTATION ABSTRACTS INTERNATIONAL

2.1.0 DELPHI METHODOLOGY

2.1.1 NATIONAL SAMPLES

Futures

Educational goals: 75-02583
Industrial education: 74-13209
School administration: 75-07710
Specializations: 75-22263, 75-22296
Teacher education: 70-17558
Vocational technical: 75-03604

2.1.2 STATE AND LOCAL SAMPLES

Educational Planning

General public schools: 71-09693, 73-31760
    74-29489
Occupational schools: 73-32193
Specializations: 73-09821, 74-21488, 74-00711

Evaluation Criteria

Principal selection: 71-22472
Vocational education: 75-03008

Futures

Successful school administration: 74-05754, 75-19966
Teacher union negotiation: 72-31538, 74-21424

Goals

Career education: 75-13146
English program: 74-28609
General public education: 72-09305, 72-20887,
    73-30923, 74-24976, 75-22831
Physical education: 74-07478
Small college: 75-09552

Role of Educators

Community college: 72-13681
General public schools: 73-06709, 74-25065, 74-25066
Special education: 73-01018
Vocational-technical education: 75-08722

2.1.3 EDUCATOR SAMPLES

By southern universities: 74-05754, 75-02583, 75-03604,
    75-07710, 75-19966, 75-22263, 75-22296

2.1.3 EDUCATOR SAMPLES (continued)

By non-southern universities: 70-17558, 71-09693, 72-13681, 72-31538, 73-09821, 74-00711, 74-07478, 74-13209, 74-21424, 74-21488, 74-25065

2.1.4 EDUCATOR AND COMMUNITY SAMPLES

By southern universities: 75-08772
By non-southern universities: 71-22472, 72-09305, 72-20887, 73-01018, 73-06709, 73-30923, 73-31760, 73-32193, 74-24976, 74-25066, 74-28609, 74-29489, 75-03008, 75-09552, 75-13146, 75-22831

2.2.0 SURVEY (One-Time) METHODOLOGIES

2.2.1 STATE-WIDE SAMPLES

Administrators

General public education: 75-05733
Special education: 74-03352, 75-10460

Dropouts

72-28324, 74-09376

Schools

General public education: 73-00087, 73-27326, 74-00656
Nursing education: 70-01910
Vocational-technical education: 72-18517, 73-00152, 74-01812

Teachers

Business education: 75-23117
Occupational education: 74-07192
Secondary education: 68-04787

2.2.2 LOCAL SAMPLES

Administrators

Competencies: 70-16685, 73-00932

Students

69-18853, 76-06050

Schools

Career Education: 75-25275
Continuing education: 71-29721

2.2.2 LOCAL SAMPLES

Schools (continued)

Junior college: 66-14131
Secondary education: 69-00657, 73-12502, 75-16971,
Vocational education: 65-10790, 67-12717, 71,00373, 74-13241

Teachers

Vocational: 74-09320

2.2.3 EDUCATOR SAMPLES

By southern universities: 74-09320, 75-05733
By non-southern universities: 65-10790, 68-04787, 70-16685, 73-12502, 74-01812, 74-03352, 74-07192, 75-10460, 75-23117

2.2.4 EDUCATOR AND COMMUNITY SAMPLES

By southern universities: 69-18853, 70-01910, 71-00373, 72-28324, 73-00152, 73-27326, 74-09376, 76-06050
By non-southern universities: 66-14131, 67-12717, 69-00657, 71-29721, 72-18517, 73-00087, 73-00932, 74-00656, 74-13241, 75-16971, 75-25275

2.3.0 EXTRAPOLATION METHODOLOGIES

2.3.1 STATE-WIDE DATA

Dropout Projections
70-19182

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70-19182, 72-03515, 74-13156, 75-01911, 75-26914

Enrollment Projections

Survey method: 69-18236, 75-05761, 76-01148,
Time series: 69-17922, 74-18046

Manpower Projections
72-13570, 74-14541

Occupational Instructors Needs Projections
73-03958

School Quality Projections
66-01361

2.3.2 LOCAL DATA

Enrollment Projections

Survey methods: 72-22530
Times Series: 72-23710

2.3.3 STUDIES DONE

By southern universities: 66-01361, 69-17922, 69-18236, 72-03515, 72-13570, 72-22530, 74-13156, 74-18046, 75-01911, 75-05761, 76-01148

By non-southern universities: 70-19182, 72-23710, 73-03958, 74-14541, 75-26914

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65-10790
A PROGRAM TO DETERMINE EDUCATIONAL NEEDS IN THE FIELD OF VOCATIONAL EDUCATION IN LOCAL SCHOOL DISTRICTS
Shibata, Kenneth Edward, Ed.D., University of Nebraska Teacher's College, 1965. 26:2025-A DAI

In order to accomplish the objective, various surveys and literature dealing with vocational education were viewed. A questionnaire to determine the basic areas of needed data was submitted to a jury of experts.

The study revealed that local school districts need guidance in the determination of their vocational education needs. Therefore, a program should be developed to determine these needs.

66-01361
THE PROJECTION OF SCHOOL QUALITY FROM STAFFING ADEQUACY MEASURES.
Sedlak, Louis A., Ed.D., University of Maryland, 1965. 26:6486-A DAI

In order to maintain school quality, a balanced educational plan which includes an adequate staff, proper staff salaries, and quality of materials with which teachers work was recommended in this study.

The measure of school quality utilized in this study was the combined scores made by the local school systems on the Mort Vincent-Newell, The Growing Edge and the associated public school systems, A.P.S.S. Time Scale.

66-14131
A SURVEY OF BUSINESS AND INDUSTRY NEEDS FOR VOCATION-TECHNICAL PROGRAMS IN THE JASPER COUNTY JUNIOR COLLEGE
Heglar, Harlan Lee, Ph.D., Michigan State University, 1966.
27:1587-A DAI

A questionnaire was sent to the employers having five or more employees. The majority of the responses indicated that the Jasper County Junior College could be of "some help" or "very valuable" help to them in meeting their need for new employees if occupational training programs were established in the college curriculum to prepare prospective employees in areas of greatest need.

67-12717
A PROGRAM TO MEET THE VOCATIONAL NEEDS OF PUBLIC SECONDARY SCHOOL YOUTH IN CAMDEN COUNTY, NEW JERSEY.
Schreiber, Ernest, Ed.D., University of Pennsylvania, 1967.
28:2963-A DAI

Information was collected by reviewing literature; visiting high schools and vocational schools; and discussions with national, state, and county vocational leaders and county superintendents of schools. The writer surveyed the fifty states and Canada concerning basic vocational organizational patterns and 5405 eighth graders to determine their vocational interests and their preferences concerning vocations.

The findings of the study are based on the writer's opinions as a result of his readings, studies, and experiences. Many recommendations are indicated in the areas of vocational education. These recommendations are compiled and served as a guide for the program to meet the vocational needs of public secondary school youth in Camden County, New Jersey.

68-04787
RELATIONSHIP OF BUSINESS-INDUSTRY SPONSORED EDUCATIONAL MATERIALS AND SERVICES TO THE INSTRUCTIONAL OBJECTIVES OF SELECTED TEACHERS IN THE STATE OF MARYLAND.
Neil, Marion, Ph.D., New York University, 1967. 28:4053-A DAI

A questionnaire was mailed to 500 selected teachers who were users of sponsored materials and services. One-hundred of the affirmative replies were chosen to include fifty elementary teachers, twenty-five junior high teachers, and twenty-five senior high teachers.

Instructional objectives stated by teachers fell into nine categories, of which the largest was academic or curriculum objectives. Ten categories were assigned to classroom use of sponsored materials and services. Teachers believed that sponsored materials and resource speakers motivate students.

69-00657
A STUDY OF FORMAL POST-SECONDARY EDUCATIONAL NEEDS IN DELAWARE COUNTY, NEW YORK, WITH IMPLICATIONS FOR THE ROLE OF THE AGRICULTURAL AND TECHNICAL INSTITUTE AT DELHI.
Armstrong, James Albert, Ed.D., Columbia University, 1968. 29:2048-A DAI

A questionnaire was developed to measure Delaware County High School students' plans and expectations, and an interview was taken from the selected county high school counselors and laymen regarding the need for post-secondary educational opportunities in Delaware County.

The results of the study indicated a need for several post-secondary educational programs for local youth. It was concluded that a program comparable to that of a comprehensive community junior college was needed in Delaware County, and that the college at Delhi could, and should, adapt its resources and programs to perform this function.

69-17922
AN INVESTIGATION OF METHODS OF PREDICTING SCHOOL ENROLLMENT IN OKLAHOMA.
Chailangkarn, Jumroon, Ed.D., University of Tulsa, 1969.
30:1769-A DAI

Five cities with different characteristics such as, Broken Arrow McAlester, Oklahoma City, Pawhuska, and Tulsa were selected as the sample school districts in Oklahoma whose enrollments were projected by the Salinas Method, the Oklahoma Method and the Tulsa Method.

The method used to determine the accuracy of prediction was the standard error in percent. The Salina Method provided more accurate prediction in the state of Oklahoma than the other two methods.

69-18236
A STUDY OF FACTORS RELATED TO THE ENROLLMENT OF HIGH SCHOOL BOYS IN VOCATIONAL AGRICULTURE IN KENTUCKY.
Bruce, Herbert H., Jr., Ed.D., University of Kentucky, 1965.
30:1811-A DAI

The problem of the study was to determine why some boys who had an opportunity for supervised practice did not enroll in agriculture and why others who did not have an opportunity for supervised practice enrolled.

Three questionnaires were sent to teachers of agriculture, freshmen and juniors boys in high school and guidance counselors.

Certain practices followed by more teachers and guidance counselors in the schools which were most successful in enrolling boys in agriculture who had an opportunity of supervised practice are described in the conclusion. This study also includes 13 recommendations for students who should enroll in vocational agriculture.

69-18853
A STUDY OF SCHOOL DROPOUTS IN BOURBON COUNTY TO DETERMINE THEIR NEEDS FOR VOCATIONAL EDUCATION.
Falkenstine, James C., Ed.D., University of Kentucky, 1965.
30:1910-A DAI

To determine the educational needs and the problems of dropouts, library search and a survey were done. Three groups of dropouts were used to gain information. They included 216 dropouts surveyed in 1964, 73 dropouts in 1962-63, and 236 Selective Service inductees from 1960-63.

The results of the survey indicated that a program should be designed to prevent school dropouts and basic education programs should be developed for the socioeconomically disadvantaged school dropouts.

70-01910
ASSOCIATE DEGREE NURSING EDUCATION IN THE STATE SUPPORTED JUNIOR COLLEGES OF ARKANSAS: A STUDY OF NEEDS.
Moulton, Robert O'Neil, Ed.D., Memphis State University, 1969.
30:3694-A DAI

The data were gathered from catalogs of three state-supported institutions; interviews with the academic deans of selected junior colleges; Arkansas State Board of Nursing, University of Arkansas Nursing School; Arkansas State Manpower Commission; and the Southern Regional Education Board.

Results of the study indicated that an associate degree in nursing program can be established using the criteria. But it would be difficult for state-supported junior colleges to finance associate degrees in a nursing program. A shortage of registered nurses could be solved by starting comprehensive planning for training registered nurses.

70-16685

A STUDY OF THE COMPETENCIES NEEDED BY EXTERNAL CURRICULUM CONSULTANTS IN ORDER FOR THEM TO WORK EFFECTIVELY AS EDUCATIONAL ADVISERS TO PUBLIC SCHOOLS AS PERCEIVED BY SELECTED GROUPS OF SUPERINTENDENTS, PRINCIPALS, TEACHERS, AND CONSULTANTS IN THE EIGHT-COUNTY REGION OF SOUTHERN NEW JERSEY.

Wildman, George Franklin, Ed.D., Temple University, 1969. 31:992-A DAI

The survey instrument--the Curriculum Consultant Competency Inventory--was sent to 37 principals, 360 teachers, and 39 consultants who had participated in curriculum projects sponsored by the Curriculum Development Council for Southern New Jersey in the 1966-67 and 1967-68 academic years. These individuals were asked to select 10 of the 67 important competencies.

Ten competencies in each of the three categories of technical, human and conceptual skills were identified as most important to the consultation process. Competencies for small and large schools (in population) tend to be similar.

70-17558

A FORECAST OF RESPONSIBILITIES OF SECONDARY TEACHERS OF ENGLISH 1970-2000 A. D., WITH IMPLICATIONS FOR TEACHER EDUCATION.

Farrell, Edmund James, Ph.D., University of California, Berkeley, 1969. 31:1661-A DAI

Approximately 80 experts in the fields of learning theory, secondary curriculum, educational technology, and English were asked what major developments influencing secondary education they anticipated in their fields during the next three decades. Four questionnaires were structured. In the first questionnaire experts were asked to indicate the probability of an anticipated development's affecting 20 percent of the educational programs or the student populations of secondary schools. In the second round, experts were asked what changes they would recommend for preservice programs of teacher education.

Items with a 40 percent or higher probability of affecting 20 percent of secondary education programs or student populations were then submitted to the panel of English experts.

They indicated the items most necessary in the preservice education of a secondary teacher of English, and the developments which they believed would have considerable bearing on the responsibilities of secondary teachers of English.

70-19182

FORECASTING HIGH SCHOOL DROPOUTS: A SOCIAL-PSYCHOLOGICAL APPROACH.

Bryan, Clifford Eli, Ph.D., Western Michigan University, 1970. 31:1899-A DAI

Data on school dropouts were collected from 350 midwestern urban white male ninth-graders. A number of variables associated with the development of students' aspirations and plans with high school dropout were selected for the construction of model for forecasting dropout.

Using a multiple linear regression approach, it was found that success in forecasting student dropout behavior on the basic of assessed levels of socioeconomic status, grade point averages and intelligence scores can be considerably enhanced by introducing either variable, i.e., plans or aspirations, into the forecasting equation.

71-00373
A STUDY OF THE VOCATIONAL NEEDS OF THE ALCOA, BLOUNT COUNTY, AND MARYVILLE SCHOOL SYSTEMS.
Temple, Charles Marlen, Ed.D., University of Tennessee, 1970.
31:3441-A DAI

The purpose of this study was to determine the vocational needs and opinions of Blount County residents toward vocational programs, feasibility of consolidation of Blount County's vocational programs, relevant vocational curriculum for the area, and adequacy of educational facilities for housing a vocational program.

Data were collected from employers, voters, students, parents of these students, recent graduates, dropouts, parents of dropouts, and the educators of the three-school system.

The study revealed a definite vocational need and a strong public opinion in favor of consolidation of the vocational program. Vocational curricula proposed by each of the eight groups were very similar and appeared to be relevant to the area. The need for a new comprehensive high school and interim alternatives were proposed.

71-09693
THE EFFECT OF THE DELPHI TECHNIQUE ON GROUP CONSENSUS IN EDUCATIONAL PLANNING.
Gazzola, Peter George, Ed.D., University of Arizona, 1971.
31:5072-A DAI

An elementary school staff in Tucson Public School District Number One, Tucson, Arizona, was selected to participate in the study. The elementary staff was introduced to the experiment and randomly divided into a Delphi and Discussion group. The Delphi group reviewed group consensus feedback and rated the statements. The Discussion group stated, questioned, and clarified their opinions of judgments toward the statements. Discussion ratings were based on individual members' opinions.

In general, the conclusions showed that in this study the Delphi Technique was a method that was useful in educational planning since it gathered information based on individual opinions and fostered within-group consensus.

71-22472
USE OF THE DELPHI TECHNIQUE IN ESTABLISHING CRITERIA FOR THE SELECTION OF A SECONDARY SCHOOL PRINCIPAL.
Emmons, Jean Franklin, Ed.D., Ohio State University, 1971.
32:1218-A DAI

The study was done to research and analyze whether the Delphi Technique was useful in establishing criteria for the selection of a high school principal in a model neighborhood setting.

Four groups of experts, cabinet-level administrators, attendance-level administrators, community leaders, and university professors from a large city, viewed the Delphi Technique as a useful technique in establishing criteria for the selection of high school principals.

71-29721
A PILOT STUDY OF THE EDUCATIONAL NEEDS OF NON-URBAN WOMEN (MISSOURI) AND A PROPOSAL FOR AN EXTENSION DIVISION PROGRAM TO MEET THESE NEEDS.
Bernstein, Ruth Krugman, Ed.D., Wayne State University, 1971.
32:2397-A DAI

Research through a countywide questionnaire (413 respondents), experimental program activities, and interviews over a two and one half year period revealed there was no all-inclusive method for describing the various groups of women who lived in the pilot county and confirmed the belief that individual programs had to be developed as clientele and needs were identified.

The establishment of a women's education center in a geographic location readily accessible by existing highways was proposed. Recommendations regarding the staff for proposed program are also included in the study.

72-03515
MODELS OF ADOLESCENTS' OCCUPATIONAL AND EDUCATIONAL PROJECTIONS: A THREE-DIMENSIONAL APPROACH.
Picou, John Steven, Ph.D., Louisiana State University and Agricultural and Mechanical College, 1971. 32:4131-A DAI

The purpose of the study was to analyze the structural and social-psychological factors which influence the occupational and educational choices of adolescents. A random sample of 3,245 high school seniors in the state of Louisiana was drawn. Several types of multivariate statistical techniques were utilized in the data analysis.

Father's occupation, father's education, family income, and academic performance were all found to be positively associated with each dimension of occupational and educational projections.

The findings indicated that future researchers should attempt a systematic exploration of the causal antecedents of factors which "intervene" between social origins and occupational and educational projections. Furthermore, it was suggested that occupational and educational projections crystalize in terms of different sources of influence within residential and racial sub-populations.

72-09305
THE USE OF THE DELPHI TECHNIQUE AS A BASIS FOR ESTABLISHING GOALS FOR PUBLIC EDUCATION IN DELAWARE: AN EXPLORATORY STUDY.
Mohrmann, Jeanne Warren, Ed.D., Lehigh University, 1971.
32:4843-A DAI

Three questionnaire were sent to 50 panelists who were selected from 10 types of sub-groups concerned with the educational process in Delaware. As a result, it was felt that the goal statements obtained could have been derived as easily by using more conventional methods. Therefore, this exercise was not considered to be a successful demonstration of the efficacy of the Delphi Technique.

72-13570
METHODOLOGY FOR FORECASTING MANPOWER REQUIREMENTS AS A BASIS FOR LONG RANGE EDUCATIONAL PLANNING.
Srisopa, Anan, Ph.D., Florida State University, 1971. 32:6071-A DAI

This study dealt with the development of a model for forecasting manpower requirements in various occupations as a basis for estimating the numbers of students who must be trained to meet these requirements.

Results based on data from Thailand indicate a potential shortage of manpower supply in secondary and preuniversity, university and teacher training. The projected manpower supply in elementary and short course vocational education exceeded the projected demand. Due to the limited availability of data, however, the main contribution of this study was in the methodology developed, and the specific forecasts arrived at must be interpreted as predicted trends rather than exact estimates.

72-13681
COMMUNITY COLLEGE COUNSELOR FUNCTIONS AS DEVELOPED BY THE DELPHI TECHNIQUE.
Falek, Jared Ira, Ph.D., State University of Ohio, 1971.
32:6126-A DAI

The purpose of this study was to define counselor functions at the community college level in Pennsylvania. The Delphi Technique employed three basic procedures for obtaining the information. They were (1) anonymous response-opinions; (2) iteration and controlled feedback; and (3) statistical group-response.

Deans of students, deans of instruction, faculty members, counselors, and students from fourteen community colleges of Pennsylvania participated in the study. A three-round questionnaire was sent to the participants. At the conclusion of Round 3, 14 functions were considered to be included in the list of community college counselor functions.

72-18517
AN ANALYSIS OF THE VIEWS OF SELECTED LAY LEADERS IN THE STATE OF WASHINGTON REGARDING THE IMPORTANCE OF CERTAIN MAJOR EMERGING VOCATIONAL TECHNICAL EDUCATION NEEDS.
Hansen, Edith Hager, Ed.D., Washington State University, 1972.
32:6858-A DAI

A questionnaire containing 18 aspects of vocational-technical education was filled out by 342 anonymous leaders from 143 localities of the state of Washington. The opinions of local leaders regarding the desirability of modernizing various aspects of occupational education were quite congruent with those of the governmental agencies, private foundations, statesmen, and educators whose analyses of need were reviewed as a partial basis for this study.

72-20887
CONSENSUS FORMATION ON EDUCATIONAL OUTCOMES USING A MODIFIED DELPHI TECHNIQUE.
Rasp, Alfred F., Jr., Ph.D., University of Washington, 1972.
59:149-A DAI

The major purpose of the study was to list the desired educational outcomes for the common schools of Washington and to gain information about the Delphi process. Eight-hundred sixty-six Washington citizens selected on the basis of socio-geographic and occupational criteria, participated in a three-phase Delphi survey. Of the fifty-two items, twenty-seven met the criteria established to define educational outcome.

72-22530
AN ANALYSIS OF SELECTED FACTORS INFLUENCING STUDENT ENROLLMENT AT DANVILLE (VIRGINIA) COMMUNITY COLLEGE.
Helm, Kenneth Darrel, Ed.D., Memphis State University, 1972.
33:525-A DAI

This study included a survey of selected related literature and a collection of data obtained by administering a questionnaire to 367 students who began classes at Danville Community College in the Fall Quarter of 1971.

The findings of the study include eight factors influencing student enrollment at Danville Community College and four recommendations to improve student enrollment at Danville Community College.

72-23710
A STUDY OF THE FACTORS WHICH INFLUENCE THE ACCURACY OF PUPIL PROJECTIONS IN SCHOOL DISTRICTS, WITH GUIDELINES FOR THE ENROLLMENT FORECASTER.
Orazio, Louis Domenic, Ed.D., Columbia University, 1972. 33:932-A DAI

Educational literature, research reports, government publications, and the education laws of four states were reviewed.

The result of the research revealed five factors and six recommendations related to accuracy of pupil projections.

72-28324
A STUDY OF DROPOUTS IN LOUISIANA VOCATIONAL-TECHNICAL SCHOOLS.
Abshire, Allison Joseph, Ph.D., Louisiana State University and Agricultural and Mechanical College, 1972. 33:2248-A DAI

This study discovers characteristics, causes and occupational status of dropouts and recommends factors which might be helpful in solving the problem.

Data for this study were collected from school records, school visits, and questionnaires which were completed by dropouts and school directors. Additional information was secured through interviews with vocational education leaders at the state level, vocational-technical school directors, personnel, students and dropouts. The findings revealed eight factors directly related to the dropout problem.

72-31538
FORECASTING TRENDS IN PROFESSIONAL NEGOTIATION BETWEEN TEACHER ORGANIZATIONS AND BOARD OF EDUCATION IN THE STATE OF WISCONSIN.
Kelly, William Charles, Ph.D., University of Wisconsin, Madison, 1972.
33:4559-A DAI

The Delphi Technique was used to obtain data by three iterations of a questionnaire containing 38 items. Questionnaires were sent to twenty-eight respondents from teacher organizations, twenty-five from boards of education, and twenty-four were mediators, factfinders and arbitrators.

Board of education negotiators identified twenty-four items whereas teacher organization negotiators identified twenty-five of the 38 items as likely to become the subject of bargaining between teacher organizations and school boards within the next five years. No significant difference was found between Board of education negotiators and teacher organization negotiators.

73-00087
AN ANALYSIS OF THE VIEWS OF SELECTED LAY LEADERS OF THE STATE OF WASHINGTON REGARDING THE IMPORTANCE OF CERTAIN MAJOR EMERGING SECONDARY EDUCATION NEEDS.
Utendale, John Frederick, Ed.D., Washington State University, 1972.
33:3232-A DAI.

In May 1970, the state special levy study commission sponsored an all-day conferences in 20 Washington population centers.

A questionnaire containing 60 aspects of secondary education needs was filled out by 370 leaders from 143 localities.

An anaylsis of the responses to the questionnaire indicated that the opinions of the local leaders regarding the desirability of modernizing various aspects of secondary education are quite congruent with those of the governmental agencies, private foundations, statesmen, and educators whose analyses of need were reviewed as a partial basis for this study.

73-00152
MANPOWER DEVELOPMENT IN THE COMMUNITY CONTEXT.
Pelham, John T., Ph.D. Mississippi State University, 1972.
33:3798-A DAI

A total of eighty-four employers and training agency represented in four non-metropolitan communities in Mississippi were interviewed for information concerning strategies of manpower development, leadership involvement in job creation and training, and coordination of manpower development efforts. Data on occupational structure were obtained from United States Census and Mississippi Employment Service publications

Implications derived from the findings of this study were in the areas of theory, research and social action. Theoretical considerations dealt with the adequacy of the model in treating the multiplicity of aspects of manpower development. A major research implication was the need for including members of other groups in the interviewing process. Major social action implications concerned strategies of training in areas of new job opportunities.

73-00932
THE IDENTIFICATION OF THE SCHOOL BOARD TRAINING NEEDS OF ESKIMO AND INDIAN LAY ADVISORY SCHOOL BOARD MEMBERS OF RURAL ALASKA.
Coverdale, Miles L., Ed.D., Utah State University, 1972.
33:3182-A DAI

Personal interviews were held with 38 Alaska Native Lay Advisory school board members at the 17 Eskimo and Indian Village communities visited. Information was gathered on nine areas which covered the subject matter for school board training. The instrument used to provide data was in two parts: (a) the Interview Rating Sheet and (b) the School Training Needs Interview Schedule. The information was analyzed by a process of reviewing, indexing, reorganizing, classifying, and collating.

The findings of this study describes the nine areas in which school board members need to receive instructions.

73-01018
A DELPHI PROCEDURAL ANALYSIS OF ROLE FUNCTION FOR THE SPECIAL EDUCATION SUPERVISOR IN DIAGNOSTIC CLINICS SERVING SPARSELY POPULATED REGIONS OF MISSOURI.
Hensley, Claude Duane, Ph.D., University of Minnesota, 1972.
33:3438-A DAI

A questionnaire containing fifteen items dealing with five sets of functions related to the role of the Special Education Supervisor was sent to eight clinical administrators, eight clinical social workers, eight clinical nurses, eight special education supervisors, twenty Missouri College University professors, fifteen employees of the Missouri Department of Education, and forty local school administrators.

The instrument consisted of two forms containing "Role Function Inquiry" and a "Responsibility Rating Scale" with a "Degree of Willingness to Change" column. The second form included a "Group Comparison Median Rating" for each items.

While a significant difference was found among the responses of seven groups regarding the "role function" of the Special Education Supervisor according to the "responsibility" areas and among the degree of "willingness to change" scores, increased congruence generally resulted in the second round.

73-03958
PROJECTION MODEL ASSESSING THE NEED FOR INSTRUCTORS OF OCCUPATIONAL SUBJECTS IN OREGON'S COMMUNITY COLLEGES.
Daly, Crayton Brooks, Ed.D., Oregon State University, 1973.
33:4261-A DAI

A survey questionnaire and a common interview guide was used to collect data from all community colleges.

The mean estimate of occupational instructor employment needs for the 1976-77 school year was larger than the mean estimate for 1971-72. It was proposed that on the average, Oregon's Community College occupational education program can expect to experience a significant growth of about 34 percent by the 1976-77 school year.

73-06709
ANTICIPATED ROLES OF FUTURE EDUCATORS: A DELPHI STUDY.
Waldera, Donald Robert, Ed.D., University of Massachusetts, 1972.
33:4770-A DAI

The basic goal of this study was to generate potentially useful planning information about possible future roles for educators. Forty-one participants including board members, administrators, and teachers, generated 125 possible roles for future educators. The responses of teachers and administrators were similar in the expected year of emergence, but differed markedly in the rating of each role's value.

Twenty-six of the roles generated in this Delphi study were found to be similar in definition to roles previously arrived at using a contextual mapping approach.

73-09821
UTILIZATION OF THE DELPHI FORECASTING METHOD TO INDICATE THE NATURE OF ECONOMIC EDUCATION PROGRAMS CONSISTENT WITH FUTURE EDUCATIONAL NEEDS.
Morrison, Billy Mitchell, Ph.D., University of Connecticut, 1973.
33:5413-A DAI

An advisory committee of thirty-two experts from economics, education, and the economic community participated in the three-round Delphi surveys. Analysis of respondents opinions indicated that if economic education wishes to remain dynamic in the (a) affiliations with other universities; (b) increase skills in analysis and decision making; (c) employ a more humanistic approach; (d) develop new methods of financing its programs; and (e) improve economics, continuing adult preservice, and in-service educational learning materials.

73-12502
A STUDY OF CURRICULUM REVIEW ADVISORY COMMITTEE WORK IN CONDUCTING A NEEDS ASSESSMENT OF THEIR LOCAL BOARDS OF EDUCATION USING GUIDELINES PROVIDED BY THE MICHIGAN STATE DEPARTMENT OF EDUCATION.
Deeb, Michael Joseph, Ed.D., Wayne State University, 1972. 33:6054-A DAI

Five local Advisory Committees participated in this study. The data were collected from the workshops and meetings held by each Local Advisory Committee.

The study found that the Local Advisory Committee had difficulty using the guidelines. Inadequate preparation for the work demanded by the guidelines only served to intensify these difficulties.

73-27326
AN IDENTIFICATION OF EDUCATIONAL NEEDS IN A SELECTED ALABAMA SCHOOL SYSTEM.
Wright, Hughey Bruce, Ed.D., University of Alabama, 1973.
34:2284-A DAI

Three questionnaires developed by the Alabama Needs Assessment study were distributed to a total of 500 selected educators, seniors and laymen. Follow-up interviews of 30 selected educators, students, laymen and former students were included.

From an analysis of the data, recommendations were provided for the school system concerning the identified educational needs.

73-30923
THE APPLICABILITY OF THE DELPHI TECHNIQUE AS A METHOD OF ESTABLISHING EDUCATIONAL GOALS.
Griffith, Edwin Herschel, Ph.D., University of Iowa, 1973.
34:2963-A DAI

The purpose of this study was to investigate the applicability of the Delphi Technique as a research methodology to involve selected members of the community in the establishment of educational goals. Sixty individuals representing thirty-one identified subgroups of the Cedar Rapids Community School District participated in the study.

It was found that community involvement in educational goal setting can provide direction for the allocation of the districts resources and a criterion by which educational accountability can be assessed. In addition, it was concluded that the community-school communication can be measured through the use of the Delphi Technique as a community input procedure.

73-31760
AN APPLICATION OF THE DELPHI PROCESS TO INCREASE THE SCOPE OF THE FACTORS CONSIDERED BY EDUCATIONAL PLANNERS WHEN FORECASTING EDUCATIONAL FUTURES.
Nardoni, Gary Allen, Ed.D., Wayne State University, 1973.
34:3034-A DAI

The purpose of the study is to ascertain if the Delphi process focused on predicted future trends will influence educational plans. The experimental and control groups were composed of a random sample from the population of educational planners. The experimental group considered the trend in their future planning and the control group did not consider the trend in their future planning.

The hypothesis for the study included the ten major societal areas. Educational planners did, in fact, increase the scope of factors they considered when forecasting the future. The experimental participants considered a greater number of predictive trends in urbanization, leisure and the economy, education, and values.

73-32193
A DELPHI STUDY ASSESSING OCCUPATIONAL EDUCATION NEEDS.
Wood, William Edward, Ed.D., University of Massachusetts, 1973.
34:4117-A DAI

The purpose of the study was to determine the highest priority of changes which are perceived to be needed in the occupational education program in Massachusetts, and to assess the suitability of utilizing the Delphi study technique for the determination. Twenty occupational education leaders, having no guidelines, listed the five highest perceived needed changes and another twenty experts rated twenty societal trends on their potential importance to occupational education.

Finally, this study included: (1) a priority listing of all needed changes generated by both test panels; (2) a list of strengths and weaknesses of the technique; and (3) a sample of all questionnaires.

74-00656
THE DEVELOPMENT OF A MODEL FOR ASSESSMENT OF EDUCATIONAL NEEDS IN NEBRASKA SCHOOL DISTRICTS.
Searcy, John Mabray, Ed.D., University of Nebraska, 1973.
34:3792-A DAI

The purpose of this study was to develop an instrument usable by Nebraska Public School officials to assess educational needs of students.

A trial model needs assessment instrument was constructed and was tested in the Waverly Public School District, Waverly, Nebraska. Students in grades eight and eleven, educators, parents, and non-parent adults were surveyed. The results indicated that the model needed to be refined and the methods of distributing and administering the questionnaire to parents and non-parent adults should be changed.

74-00711
AN ANALYSIS OF A SPECIAL EDUCATION NEEDS ASSESSMENT USING DELPHI METHODS.
Jones, Wayne Albert, Ph.D., University of Minnesota, 1973.
34:4039-A DAI

This study is an analysis undertaken in connection with the initial administration and first iteration of Delphi instruments used by the Department of Special Education at the University of Minnesota. As an adjunct to the basic survey by the Department, this study had analyzed the data resulting from varying the amounts of information given to the "Delphi Panel" and determined the degree to which panelists are affected by the variations.

74-01812
AN ANALYSIS OF SELECTED OPINION REGARDING THE ADEQUACY OF CURRENT STATE LEGISLATION IN MEETING THE OBJECTIVES OF VOCATIONAL EDUCATION IN THE PUBLIC SECONDARY SCHOOLS OF DELAWARE.
McGorman, George B., Ed.D., Temple University, 1973. 34:4110-A DAI

All persons identified as framers of legislation were interviewed to determine whether or not a more specific statement of intent concerning the relative priority and direction of vocational education in Delaware could be established.

The administrators of educational programs were interviewed to ascertain whether or not the intent of the framers was being effectively communicated to them and whether or not such priority and direction were acceptable.

Teachers and coordinators of vocational programs were asked to determine whether or not specific intent of the framers was being effectively communicated to them and whether or not specific acceptance and support by the administrators could be identified.

Through this broad participation it was concluded that specific goals and objectives for vocational education were being effectively communicated, widely accepted and fundamentally supported by all groups.

74-03352

AN ASSESSMENT OF THE CURRENT INFORMATION NEEDS OF THE STATE DIRECTORS OF SPECIAL EDUCATION.

White, Anna Hopkins, Ph.D., Ohio State University, 1973. 34:4939-A DAI

The data were obtained from the telephone interviews. The responses to the interview questions were categorized within the four characteristics: (1) the ten regions set up by the Department of Health, Education and Welfare; (2) the regions served by the thirteen Special Education Instructional Materials Centers; (3) the percentage of minority populations of the states and (4) urban or rural states based on populations per square mile.

The data collected indicate that the major information concerns of state directors are financial, legislative, programmatic and curricular, and statistical or other planning data. The wide variety of types of information needed by state directors could be supplied by several components working together and by maintaining some information programs.

74-05754

DEVELOPMENT OF A FUNCTIONAL MODEL FOR A COMMUNITY-JUNIOR COLLEGE FINANCIAL AID OFFICE BY THE DELPHI TECHNIQUE.

Eckert, Miles Albert, Ed.D., East Texas State University, 1973. 34:5624-A DAI

The purposes of the study were to identify the functions of a model financial aid office in the community-junior college and to compare the functions of Texas community-junior colleges to this model to determine if differences exist due to size of the community-junior college student enrollment.

The Delphi Technique of refining group of opinion was used to develop the list of functions for the model.

A series of three questionnaires was mailed to a national panel of 68 community junior college financial aid officers nominated by regional senior program officers of the United States Office of Education.

Ninety-nine functions in ten major categories were identified for the model community-junior college financial aid office. No significant difference in performance was found between the different sized Texas community-junior colleges on the major categories.

74-07192

PERFORMANCE-BASED PROFESSIONAL EDUCATION INSERVICE NEEDS OF SECONDARY LEVEL OCCUPATIONAL TEACHERS IN NEW YORK STATE.

Ely, Ronda Hargus, Ph.D., Cornell University, 1973. 34:6530-A DAI

A sample of 677 occupational teachers was segregated into the following service area occupational teacher groups: agriculture teacher, business teacher, distributive education teacher, health teacher, home economics teacher, and trade and industrial teacher. From a list of participating teachers in each occupational school, one teacher was randomly selected and assigned to his/her immediate supervisor for evaluation purposes.

A questionnaire consisting of 422 statements was reviewed by a panel of occupational education consultants and then mailed to the sample of occupational teachers and supervisors for self-administration.

The findings of the survey revealed that occupational teachers perceive an urgent need for professional education in-service programs in management, planning instruction, professional role and development.

74-07478
EVALUATION OF A SELECTED LIST OF PURPOSES FOR PHYSICAL EDUCATION USING A MODIFIED DELPHI TECHNIQUE.
LaPlante, Marilyn Joan, Ph.D., University of Wisconsin, 1973.
34:7027-A DAI

Three questionnaires were sent to the panel of judges, who were selected because of their roles in relation to physical education curriculum development and implementation.

The data from the questionnaires were compiled and it was concluded that the purposes statements defined by the Purpose-Process Curriculum Framework have content validity but some changes in wording would make the statements clearer to more individuals. The Delphi Technique was considered to be an appropriate methodological tool in further physical education curriculum study.

74-09320
AN ASSESSMENT OF VOCATIONAL TEACHERS NEEDS FOR INSERVICE EDUCATION IN REGION NINE OF KENTUCKY WITH RECOMMENDATIONS FOR MEETING THOSE NEEDS.
Pedersen, Joe Finrow, Ed.D., University of Kentucky, 1973.
34:6535-A DAI

All vocational teachers (88) teaching in directly operated and reimbursed programs in Region Nine of Kentucky in 1973 were interviewed. The major felt needs of teachers for inservice education occurred in the areas of Technical Skills, Advisory and Craft Committees, Research Career Exploration Programs and Instructional Materials and Aids.

From thirteen characteristics of a delivery system for inservice education activities, the greatest discrepancies between mean scores occurred for "involving teachers in the planning," "provides college or certificate credit," and "reimbursing expenses."

74-09376
A DESCRIPTIVE STUDY OF HIGH SCHOOL DROPOUTS IN AN ALABAMA RURAL SCHOOL SYSTEM.
Nettles, David Hope, Ed.D., University of Alabama, 1973.
34:6365-A DAI

The data on school dropouts were collected from school records. Two instruments, a Personal Data Sheet and a Dropout

Interview Guide based on a review of the literature were developed for analyzing the data. A 10 percent sample was interviewed.

Conclusions of the study include six recommendations which can be useful in solving the dropout problem.

74-13156
OCCUPATIONAL AND EDUCATIONAL STATUS PROJECTIONS OF LOWER SOCIAL STRATA PRE-ADOLESCENTS: A DESCRIPTION ANALYSIS OF ANTECEDENTS, AND CONCEPTUAL CRITIQUE.
Butler, Richard Roy, Ph.D., Mississippi State University, 1973.
34:7884-A DAI

The objectives of this study were: (1) description of the level of occupational and educational aspirations and expectations of lower social strata pre-adolescents, and the parallel status projections of the mother for her child; and (2) analysis of the relative influence of social and personal factors on the child's occupational and educational status projections.

A sample of 1412 fifth and sixth grade students and their mothers from seven southern states was surveyed. Few differences by racial residential categories were found and differences by sex were noted.

The findings suggest that while both types of status projections measure cultural value orientations, educational status projection is considerably more influenced by social and personal factors.

74-13209
A DELPHI APPROACH TO THE FUTURE OF INDUSTRIAL EDUCATION.
Cunico, Gerald E., Ed.D., Utah State University, 1974. 34:7565-A DAI

A group of twenty-four industrial education leaders who have created an innovative industrial education program were utilized as the Delphi Panel. The second group was randomly drawn from industrial educators and state administrators and/or supervisors of industrial education programs

The conclusion of the study revealed the Delphi Technique as a valuable instrument for gathering consensus opinions concerning the future of industrial education.

74-13241
AN ANALYSIS OF AREA INTERESTS AND EMPLOYMENT PROJECTIONS WITH A RECOMMENDED PROGRAM OF STUDY AND EDUCATIONAL SPECIFICATIONS FOR AN AREA VOCATIONAL CENTER FOR SAN JUAN COUNTY, UTAH.
Martin, Loren, Ed.D., Utah State University, 1973. 34:7567-A DAI

The purpose of this study was to investigate the needs of San Juan County, Utah, in regard to an overall program of vocational education including ancillary services and new facilities for an area vocational center.

Several groups of people, who were surveyed, made suggestions regarding ancillary services such as counseling, inservice training, advisory committees, and promotion. Facilities for programs in mobile units are also included in the study.

74-14541
A MODEL TO FORECAST STATEWIDE SECONDARY SCHOOL HEALTH EDUCATION MANPOWER SUPPLY AND DEMAND UNDER COMPREHENSIVE SCHOOL HEALTH EDUCATION.
Governali, Joseph Frank, Ph.D., University of Illinois, Urbana-Champaign, 1974. 35:299-A DAI

A sample of 15,000 Illinois teachers was used in order to make an estimate of the percentage of inactive health educators among the Illinois teaching population. A second survey was conducted in order to estimate the number of inactive health educators who would be interested in entering health teaching.

The forecasting model which was designed to estimate the supply and demand for secondary school health educators appeared to be helpful in school health education manpower planning.

74-18046
MULTI-PROCEDURAL EXAMINATION OF PUBLIC SCHOOL ENROLLMENT PROJECTION TECHNIQUES.
Wajdowicz, George Thomas, Ph.D., Florida State University, 1973.
35:777-A DAI

In order to determine the most reliable method of projecting long-range public school enrollment figures three methods of enrollment projection--cohort-survival, percent persistence, and state-local ratio--were evaluated.

The evaluation of these three methods demonstrated that past success in projecting enrollments by a particular technique is no guarantee of future success, for an economic condition, birth rate, and migration pattern change. Therefore, projection must be evaluated in light of current socio-economic changes and compared with projections compiled by other qualified agencies.

74-21424
A FORECAST OF POSTULATED EVENTS IN PROFESSIONAL NEGOTIATIONS IN PENNSYLVANIA PUBLIC EDUCATION.
Goodhart, James S., Jr., Ed.D., Lehigh University, 1974.
35:1090-A DAI

This study was conducted to make a probablistic forecast of the occurrence of postulated future events in professional negotiations in public education in the Commonwealth of Pennsylvania. A random sample of the major sub-populations involved in professional negotiations in Pennsylvania was composed.

The participants forecasted the merger of teacher unions for the purpose of professional negotiations in Pennsylvania and the increase of parent-teacher conflict resulting from negotiated contracts as the first two events.

The two events which were foreseen as likely to occur last were the elimination of the local board method of managing the school system and the conducting of professional negotiations in Pennsylvania at the state level.

74-21488
A MODIFIED DELPHI INVESTIGATION OF SELECTED EDUCATIONAL FUTURITIES AS THEY RELATE TO LONG-RANGE PLANNING IN PHYSICAL EDUCATION.
Lopiano, Donna Ann, Ph.D., University of Southern California, 1974.
35:2036-A DAI

Active fellows and fellows emeriti of the American Academy of Physical Education were chosen as a panel of experts. From the study it was concluded that a consensus among chosen experts in physical education was obtained with regard to: (1) estimates of time periods in which widespread adoption of selected educational developments might occur; (2) relative probability and relative desirability of identified future events; and (3) chances for avoiding the occurrence of undesirable possibilities.

74-24976
COMMUNITY-BASED GOALS OF EDUCATION BY USE OF THE DELPHI TECHNIQUE.
Snell, Claude Richard, Ed.D., Drake University, 1974. 35:2612-A DAI

Four questionnaires were sent to over one-hundred educator and non-educator residents. From the results it was concluded that the Delphi Technique was usable as a method of securing responses from participants and did result in the development of a list of goals. The goals developed were more inclusive, broader in scope, and more definite in nature than those found on file in local districts.

74-25065
DIMENSIONS OF THE FUTURE ROLE OF THE DENOMINATIONAL ELEMENTARY SCHOOL PRINCIPAL: A DELPHI STUDY.
Tarsis, Joshua A., Ph.D., Fordham University, 1974. 35:2615-A DAI

A three-round questionnaire, consisting of 15 task statements in four dimensions, a personal data sheet, a ranking sheet, and directions, was sent to the sample of elementary school principals, members of the board of education, and teachers of Catholic, Lutheran, and Jewish denominational elementary schools.

Based upon the findings, the future role of the elementary principals was considered to be equivocal. Ambiguity existed regarding their role in the dimension of political and community relations. The result suggested that the elementary school principal should become fluent in effective techniques of public relations.

74-25066
FORECASTING THE ROLE OF THE SUPERINTENDENT BY THE DELPHI METHOD.
Feller, Richard Raymond, Ed.D., Fordham University, 1974.
35:2554-A DAI

A questionnaire was sent to 36 professors of educational administration employed at universities located within 75 miles of the metropolitan New York area, and 36 superintendents and 36 board presidents affiliated with school districts in the metropolitan New York area.

The results of the study were inconclusive due to the differences among the responses of professors, superintendents, and board presidents regarding the future role of the superintendent. In addition to increased use of the Delphi method, this study includes many recommendations to improve consensus on superintendency role expectations.

74-28609
THE USE OF THE DELPHI TECHNIQUE IN SETTING GOALS AND OBJECTIVES FOR A SECONDARY SCHOOL ENGLISH PROGRAM.
Dieter, Lynn Phyllis, Ph.D., Northwestern University, 1974.
35:3389-A DAI

The purpose of this study was to set goals and objectives for a secondary school English program, and to determine the applicability of the Delphi process in promoting consesus.

A sample of 70 people was drawn from the university professors, university English professors, high school English teachers, small businesspeople, large businesspeople, and parents. Three rounds of the Delphi instrument were employed to determine the objectives.

The results of the study were: (1) the Delphi Technique causes the participants to generate and rank goals and objectives for a high school English program; (2) the Delphi Technique promotes consensus; and (3) it is possible to identify major points of agreement and disagreement with the consensus for each subgroup and individuals within each subgroup.

74-29489
CONSENSUS FORMATION OF EDUCATIONAL CHANGES USING A MODIFIED DELPHI TECHNIQUE.
Rickman, Linda Wilkins, Ph.D., University of Washington, 1974.
35:4095-A DAI

This study was designed to investigate the use of a modified Delphi Technique to determine educational innovations and changes needed to achieve specific educational outcomes and to evaluate the possible contributions of such a technique to the participatory planning process and to a viable educational accountability system. This study attempted to assess needs, determine priorities, set educational directions and investigate the processes involved in the Delphi Technique. Five hundred Washington citizens selected on the basis of socio-geographic and occupational criteria were asked to participate in a three-phase Delphi survey.

The major findings of the study shows that only six items met the criteria established to define desired educational changes.

75-01911
EDUCATIONAL AND OCCUPATIONAL PROJECTIONS OF MALE BLACK YOUTH: A DELINQUENT, NON-DELINQUENT COMPARISON.
Azuma, Henry Tatsuo, Ph.D., Louisiana State University and Agricultural and Mechanical College, 1974. 35:5525-A DAI

The data on delinquent youth were collected from the State Industrial Schools at Baton Rouge and Monroe. The data on non-delinquent youth were collected from junior and senior high schools of two urban areas in Louisiana.

Significant differences in the mean scores, variance, explanatory power and the occupational expectation were detected when comparing the educational and occupational projections of the delinquents and non-delinquents.

75-02583
IDENTIFICATION OF COMMUNITY EDUCATION GOALS BY USE OF THE DELPHI TECHNIQUE.
Delargy, Paul Francis, Ed.D., University of Georgia, 1974.
35:4900-A DAI

This study was designed to: (1) determine the goals and goal classifications of community education, (2) examine the present and the ideal importance of these goals and goal classifications, and (3) estimate the reliability and validity of the Community Education Goal Inventory.

In the Delphi process, twenty-two Community Education Center Directors listed their goals for community education and three-hundred fifty-six community educators rated each goal according to how important it is and how important it should be.

The Delphi process generated 75 goal items on which there was a general convergence of opinion. The discrepancies between the means of the "present" and "ideal" values of the goals indicated priority areas in community education development. The discriminant analysis indicated that programs should be tailored to meet individual needs. A summary of the study with conclusions and recommendations is presented.

75-03008
UTILIZATION OF THE DELPHI TECHNIQUE TO WEIGHT PROGRAM EVALUATION CRITERIA IN VOCATIONAL EDUCATION.
Baratta, Mary Kathryne, Ph.D., Ohio State University, 1974.
35:5210-A DAI

The major objectives of the investigation were to report how well the Vocational Education Program Evaluation Inventory identifies criteria, to evaluate and extend the Delphi Technique, and to generate models to weight program evaluation criteria. Two questionnaires were sent to the representative sample of practitioners, experts, and other related groups of subjects. As a result, two models were proposed to weight program evaluation criteria: one for comparing programs using an identical set of evaluative criteria, and one for comparing programs using a different set of evaluative criteria.

75-03604
AN APPLICATION OF THE DELPHI TECHNIQUE TO DEVELOP AN ACTIVITY MODEL FOR THE VOCATIONAL-TECHNICAL EDUCATION CONSORTIUM OF STATES.
Hirst, Benjamin Ardell, Jr., Ed.D., University of Tennessee, 1974.
25:5229-A DAI

Studied as a part of the problem were trends in the related literature, selected operating projects across the United States, and results obtained by the used of three Delphi probes from a jury of selected experts. As a result, the activity model for Vocational-Technical which consists of 12 major activities and 47 subactivities was developed.

75-05733
EDUCATIONAL DEMANDS ON PUBLIC SCHOOL ADMINISTRATORS IN RURAL MISSOURI AND NEEDED IN-SERVICE PREPARATION.
Crawford, John Eugene, Ed.D., University of Missouri, Columbia, 1974.
35:5715-A DAI

A questionnaire of seventy-one items was reviewed by school administrators and then given to groups of elementary principals, secondary principals, and superintendents. Each group was subdivided by the number of years of professional experience.

On the basis of data, it was concluded that public school administrators are faced by many demands that affect their roles. Future expected demands for the administrator in rural Missouri include all of the demands the administrators now face and, in addition, the demands required in managing by objectives, utilizing the administrative cabinet, using educational research, and evaluation of the school system.

It was perceived that to develop excellence in education, the administrators need inservice education.

75-05761
FACTORS INFLUENCING ENROLLMENTS OF STUDENTS FROM PARTICIPATING SCHOOL DISTRICTS IN MISSOURI AREA VOCATIONAL SCHOOLS.
Lynch, Harold Eugene, Ed.D., University of Missouri, Columbia, 1974.
35:5734-A DAI

To obtain factual information regarding enrollments in area vocational schools, records of thirty host districts and 150 participating districts were reviewed. A questionnaire was sent to 502 respondents employed in these districts.

The findings of the study revealed nine factors responsible for students enrollments in Missouri Area Vocational Schools.

75-07710
DELPHI ASSISTANCE TO ADMINISTRATION: THE DEVELOPMENT AND TESTING OF AN AID TO EDUCATIONAL DECISION MAKING.
O'Connel, John Howard, Ed.D., North Carolina State University, Raleigh, 1974. 36:649-A DAI

This study was designed to: (1) determine whether the Delphi Technique for collecting and converging group opinions can serve as an aid to educational decision making and (2) determine the feasibility of developing a system consisting of a self-explanatory manual for standardized forms for enabling an educational administrator to use the Delphi Technique in decision making. The Delphi Assistance to Administration System (DATA) was developed to accomplish the purpose.

As a result, the Delphi Technique proved adaptable to use as a decision-making method in educational settings. The DATA system was shown to be a viable way to bring Delphi within the reach of every administrator through the medium of self-explanatory manual and easily-administered standardized forms.

75-08722
A DELPHI STUDY OF PARENTS', TEACHERS', SCHOOL BOARD MEMBERS', SCHOOL ADMINISTRATORS', SCHOOL COUNSELORS', AND STUDENTS' PERCEPTIONS OF THE ROLES OF VOCATIONAL AND TECHNICAL EDUCATION IN OKLAHOMA.
Brooks, Rickey James, Ed.D., Oklahoma State University, 1974.
35:7793-A DAI

This study attempted to determine the roles of vocational and technical education as perceived by parents, teachers, school board members, school counselors, school administrators, and students. After testing sample of 320 randomly selected participants, it was found that the people directly involved in education at the secondary level do not understand vocational and technical education's goals, roles, and objectives.

75-09552
THE DELPHI METHOD AND INSTITUTIONAL GOALS IN A SMALL COLLEGE SYSTEM.
McGill, Lawrence Jerome, Ph.D., University of Denver, 1974.
36:29-A DAI

The primary purpose of this study was to explore and describe institutional goal setting and group response change resulting from the use of the Delphi method.

A ninety-item questionnaire called Institutional Goals Inventory (IGI) was mailed to the student, faculty, administration and off-campus groups.

The conclusion of the study revealed that value judgments should exhibit a reasonable amount of group reliability. That is, two highly similar groups should, on the whole, arrive at similar judgments and on iteration should move in the same direction. The outcomes from the study showed that group reliability was slightly, but consistently, greater on value judgments than on factual judgments.

75-10460
COMPETENCIES AND INSERVICE TRAINING NEEDS OF STATE DIRECTORS OF SPECIAL EDUCATION.
Schipper, William Victor, Ph.D., University of Utah, 1974.
35:6995-A DAI

Two questionnaires, containing 73 statements generated by special education experts and administrators, were used to collect the demographic information from the state directors of special education.

The results indicated that 66 of 73 tasks should be performed by state directors. Of these, state directors should place more emphasis on 44 of the task statements, and maintain skills in 22 of the tasks.

Training and experience background for the role of state director of special education should be parallel to that of the general administration and should include expertise in special education.

75-13146
THE IDENTIFICATION OF CAREER EDUCATION GOALS BY INVOLVING SELECTED COMMUNITY MEMBERS THROUGH THE USE OF THE DELPHI TECHNIQUE.
Pryor, Charles Vernon, Ed.D., Northern Illinois University, 1974.
35:7659-A DAI

This study was designed to: (1) develop career education goals for educational institutions and employers in a metropolitan area; (2) investigate the agreement between educators and non-educators identified as opinion builders concerning the priority of recognized career education goals. Subjects for this study were randomly drawn from a list of 840 persons identified as opinion builders study community. Each participant was sent four successive rounds of questionnaires.

The results indicate strong agreement among participants regarding the career education goals. Twenty-five goals, with seven statements designed as high priority goals for career education.

75-16971
A STUDY OF EDUCATIONAL NEEDS IN PREDOMINANTELY BLACK HIGH SCHOOLS IN LOUISVILLE, KENTUCKY.
Robinson, Samuel, Ed.D., Indiana University, 1974. 36:688-A DAI

The purpose of this study was to analyze the opinons and/or perceptions of educators, seniors and parents regarding (1) the school's responsibility for assisting students in acquiring selected understandings and competencies; (2) the degree to which selected understandings and competencies were being accomplished by the school; and (3) the determination of areas of greatest need for improvement by the school or school system.

The study was conducted in three predominately black high schools and their attendance areas in Louisville, Kentucky. The potential populations for the study was composed of 141 educators, 532 seniors and 1111 parents or guardians. The sample was randomly selected so that one-third of each group would receive each of three instruments.

Significant differences of perception in education need areas studied were found between professional educators, high school seniors, and parents. Seniors and parents were in closer agreement than educators and constituents.

75-19966
A DELPHI STUDY TO DETERMINE FACTORS WHICH CONTRIBUTE TO SUCCESS IN ADMINISTRATION OF AA HIGH SCHOOLS IN TEXAS.
Abungu, Cornelio Oyola, Ed.D., East Texas State University, 1975.
36:1185-A DAI

Three questionnaires were sent to the thirty-three AA high school principals nominated at least three times by other principals as being successful in administration.

As a result, one hundred and five administrative success factors were identified in five areas: twenty-seven dealt with school management, thrity dealt with human relations, fourteen dealt with working with groups, sixteen dealt with setting and meeting goals, and eighteen dealt with personal characteristics.

75-22263
PRIORITIES IN SECONDARY SCHOOL PHYSICS EDUCATION, 1975-85: A DELPHI STUDY.
Driskill, William David, Ph.D., George Peabody College for Teachers, 1975. 36:2120-A DAI

Two groups were composed to accomplish the objectives--Group I comprised eleven university physics professors, physics educators, and science educators, and Group II consisted of one-hundred randomly selected high school physics teachers. A modification of the Delphi Technique, consisting of four rounds of mailed questionnaires, was used in conducting the study.

The results of the study indicated that the Delphi Technique can be used as a viable method for identifying future goals and priorities in secondary school physics education, and that this technique enhances the capacity of physics educators to think about the future.

75-22296
AN ASSESSMENT OF EDUCATIONAL TECHNIQUES AND MATERIALS IN ASTRONOMY UTILIZING THE DELPHI FORECASTING METHOD.
Suggs, William Walter, Ph.D., George Peabody College for Teachers, 1975. 36:2126-A DAI

A sample of 66 participants representing 20 states was drawn from: (a) teachers of physics and physical science, (b) planetarium educators, and (c) teaching astronomers.

The analysis of the data indicated a number of notable teaching and material deficiencies of astronomy. The study appeared to hold important implications for the future direction of astronomy teaching at the introductory level.

75-22831
A MODIFIED DELPHI: TO IDENTIFY AND PRIORITIZE STATEWIDE GOALS FOR COMMUNITY EDUCATION IN ARIZONA.
Ardolina, Charles Maurice, Ed.D., Arizona State University, 1975. 36:1991-A DAI

The main purpose of the study was to establish the need to identify and prioritize statewide goals for community education in Arizona. A three-round modified Delphi Technique and the Arizona State University--Community Education Goal Classification instrument (ASU-CEGCI) were utilized in addressing the need. From the results, it was concluded that Arizona's community education leaders could agree on similar priorities and concerns statewide, but that these priorities and concerns should be addressed uniquely and creatively to meet the needs of the local situation.

75-23117
A STUDY OF THE IN-SERVICE EDUCATION AND SUPERVISION NEEDS OF COMMUNITY COLLEGE BUSINESS INSTRUCTORS IN THE STATE OF ILLINOIS.
Falk, Charles Frederick, Ed.D., Northern Illinois University, 1975.
36:2580-A DAI

The part-time community college business instructor was a special concern of the study.

The procedures used in the study included a review of literature, the utilization of a jury panel of experts, conducting of a pilot study, and gathering of data. A questionnaire was sent to full-time and part-time business faculty and their supervisors on thirty-seven Illinois public community college campuses.

Great differences existed between instructors and their supervisors concerning the inservice education and supervision needs. Supervisors perceived business instructors to be in much greater need for inservice education in the seventy instructional tasks.

75-25275
CAREER EDUCATION: A NEEDS ASSESSMENT IN THE THREE URBAN HIGH SCHOOLS OF DETROIT'S REGION I.
Baldwin, F. Daniel, Ed.D., Wayne State University, 1975.
36:2583-A DAI

Three separate questionnaires with an appendix containing a list of seventeen career education objectives were sent to the students, teachers, and business personnel.

The findings showed that the present status of career education in the three Region One high schools was not satisfactory. Students, teachers, and business personnel did not understand the nature of career education. A career education delivery system was recommended to effectively implement career education in all high schools in Region One.

75-26914
A NEEDS ANALYSIS OF ASPIRATIONS FOR POST-SECONDARY EDUCATION HELD BY HIGH SCHOOL STUDENTS AND ADULTS IN THE STATE OF VERMONT.
Johnston, James Gilbert, Ed.D., Harvard University, 1975.
36:3448-A DAI

This study analyzed the latent demand for post-secondary education which exists in the state of Vermont. The study surveyed the aspirations of high school students attending ten sample public secondary schools and a sample of adults on the master's list of the Vermont Department of Taxes. Written questionnaires were sent to the sample of students and adult.

Levels of educational aspirations for both the groups were high. Aspirations of adult and high school students were not independent of family income, sex, and rural/urban place of residence.

76-01148
A COMPARISON OF SELECTED FACTORS WHICH INFLUENCED GRADUATES OF FLORIDA PUBLIC COMMUNITY COLLEGES TO ENROLL IN A STATE UNIVERSITY IN FLORIDA.
Guistwhite, Jack D., Ed.D., Florida Atlantic University, 1975.
36:4157-A DAI

A survey instrument was developed and administered to a random sample of 100 Florida Public Community College graduates enrolled for the first time in the Fall Quarter 1974 in each of the nine universities of the Florida State University System. Completed instruments from 701 respondents were coded and analyzed using multivariate analysis of variance.

Twelve variables influencing universities enrollment were rank-ordered by importance. Significant differences were found among the variables influencing enrollment at institutions within the state university system and in institutions outside the system.

76-06050
A COMPARISON OF THE EFFECTS OF THE TWO OPTIONS OF THE QUARTER-SYSTEM SCHEDULE UPON STUDENT ENROLLMENT IN MUSIC ORGANIZATIONS IN TWO TEXAS HIGH SCHOOLS.
Dunnahoo, Jay Bret, Ed.D., University of Houston, 1975.
36:5904-A DAI

Two school, one under the trimester unit plan and one under the quarter unit plan, were chosen for the study. Dropouts from the 1974-75 music organizations at two schools were administered a questionnaire to determine their reasons for withdrawal and their attitudes toward the music organizations from which they withdrew.

Significantly greater dropout rates were found. Differences in reasons for withdrawal were found to exist between the two schools but they did not occur among the four trimester related reasons.

3.0.0 DISSERTATIONS ON PUBLIC SCHOOL TOPICS IN THE SOUTH

3.0.0 DISSERTATIONS ON PUBLIC SCHOOL TOPICS IN THE SOUTH

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ALABAMA A&M UNIVERSITY
J. F. Drake Memorial
Learning Resources Center
Normal, AL 35762

ALABAMA STATE UNIVERSITY
915 South Jackson St.
Montgomery, AL 36101

AUBURN UNIVERSITY
Ralph Brown Draughon Library
Auburn, AL 36830

AUBURN UNIVERSITY/MONTGOMERY
Library
Montgomery, AL 36109

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Jacksonville, AL 36265

LIVINGSTON UNIVERSITY
Livingston, AL 35470

SAMFORD UNIVERSITY
Library
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Brimingham, AL 35209

TROY STATE UNIVERSITY
Library
Troy, AL 36081

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Buildings 5906 & 5907
23rd & 5th Avenues
Fort Rucker, AL 36362

UNIVERSITY OF ALABAMA
Main Library
University, AL 35486

UNIVERSITY OF ALABAMA/BIRMINGHAM
Mervyn H. Sterne Library
University Station U.A.B.
Birmingham, AL 35294

UNIVERSITY OF MONTEVALLO
Carmichael Library
Montevallo, AL 35115

ALABAMA

UNIVERSITY OF SOUTH ALABAMA
Library, 307 University Blvd
Mobile, AL 36688

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ARKANSAS POLYTECHNIC COLLEGE
Tomlinson Library
Russellville, AR 72801

ARKANSAS STATE UNIVERSITY
Jonesboro, AR 72467

OUACHITA BAPTIST UNIVERSITY
Riley Library
Arkadelphia, AR 71923

SOUTHERN STATE COLLEGE
Magnolia, AR 71753

UNIVERSITY OF ARKANSAS
Library
Fayetteville, AR 72701

UNIVERSITY OF ARKANSAS/LITTLE ROCK
Main Library
33rd & University Avenue
Little Rock, AR 72204

UNIVERSITY OF ARKANSAS/PINE BLUFF
Library
Pine Bluff, AR 71601

UNIVERSITY OF CENTRAL ARKANSAS
Torreyson Library
Conway, AR 72032

DELAWARE

DELAWARE STATE COLLEGE
Jason Library
Dover, DE 19901

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BROWARD COUNTY SCHOOL BOARD
Material Center
1320 S.W. Fourth St.
Fort Lauderdale, FL 33312

FLORIDA

DUVAL COUNTY SCHOOL BOARD
Professional Library
1741 Francis Street
Jacksonville, FL 32209

EDWARD WATERS COLLEGE
H.Y. Tookes Library
1658 Kings Road
Jacksonville, FL 32209

FLORIDA ATLANTIC UNIVERSITY
Library
Boca Raton, FL 33432

FLORIDA EDUCATORS INFORMATION SERVICE
Career Education Center
415 North Monroe Street
Tallahassee, FL 32304

FLORIDA INTERNATIONAL UNIVERSITY
Library, Tamiami Trail
Miami, FL 33199

FLORIDA TECHNOLOGICAL UNIVERSITY
Orlando, FL 32816

INDIAN RIVER COMMUNITY COLLEGE
3209 South Virginia
Fort Pierce, FL 33450

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Teachers' Professional Library
406 S.E. Alvarez
Ocala, FL 32670

MIAMI-DADE COMMUNITY COLLEGE
11380 N.W. 27th Avenue
Miami, FL 33167

MIAMI-DADE COMMUNITY COLLEGE
South Campus Library
11011 S.W. 104th Street
Miami, FL 33176

MIAMI-DADE COMMUNITY COLLEGE
Downtown Campus Library
300 N.E. Second Avenue
Miami, FL 33132

NOVA UNIVERSITY
Behavioral Sciences Library
3301 College Avenue
Fort Lauderdale, FL 33314

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UNIVERSITY OF FLORIDA
Education Library
341 Norman Hall
Gainesville, FL 32611

UNIVERSITY OF MIAMI
Library
Coral Gables, FL 33124

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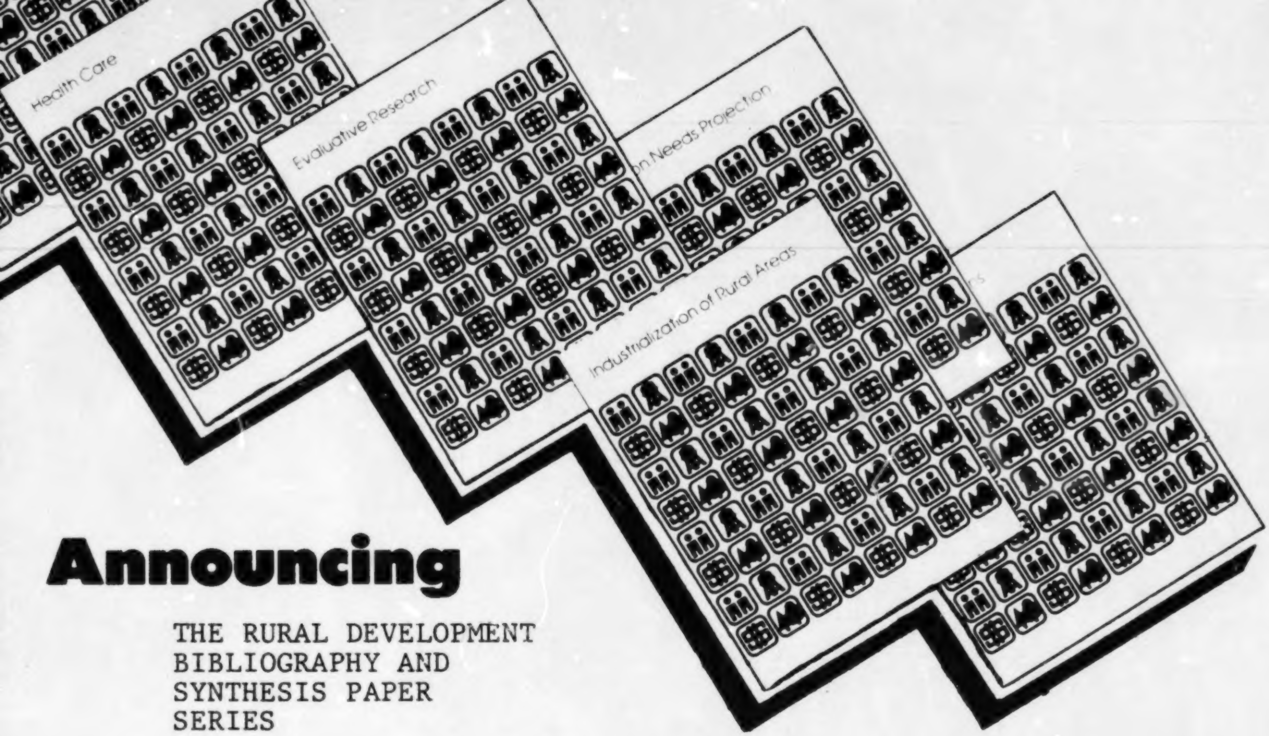

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SRDC Series No. 7 August 1978